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## Hybrid-Based Verse Connection Method As a Means Of Improving Learning Of Tahfidz Al-Quran

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### ABSTRACT

This study aims to solve problems in the *tahfidz* class where the hope is that through this verse connection method it can provide a solution to the decline in learning outcomes and students' boredom with traditional methods that have often been practiced so that interest and learning outcomes *tahfidz* originally decreased to increase, boredom and the absence of students in teaching and learning activities are often a problem in learning, especially *tahfidz* al qur'an, therefore this research was conducted to provide solutions to the above problems and improve learning outcomes *tahfidz* al quran, the method used in this research is class action, namely research that directly involves to solve problems that occur in learning, the results of the data obtained average value In the pre-action period 84.11 with a passing percentage of 36%, in cycle 1 the average score of students rose to 68.88 with a passing percentage of 44%, in cycle 2 the average value the average of students rose to 76,89 with a passing percentage of 60,5%, cycle 3 produced an average score of 82,61 with a passing percentage that exceeded the target of 77%. Thus the hybrid learning-based verse connecting method can solve students' boredom and absence problems and improve student learning outcomes in *tahfidz* learning found in *tahfidz* class level 3B Mi Baiturrahman, Surabaya

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## INTRODUCTION

Every teacher's learning requires a method, including *tahfidz* Al-Qur'an, where there are various learning methods to achieve the degree of hafidz Students (Romziana et al, 2021), especially elementary school children, like interesting and fun learning methods (Salsabila et al., 2020). Students are interested they will be enthusiastic about learning and learning outcomes will increase. On the other hand, if students are not interested in learning, they will lack enthusiasm which can even reduce student learning outcomes (Aritonatonang, 2018; Abidin et al., 2022). The urgency of carrying out this research is that through the hybrid learning-based method of connecting verses, it is hoped that it can be implemented effectively so that it can improve memory, interest and results. Learning and also the percentage of students passing the *tahfidz* Al-Qur'an learning. The verse connection method is a method where one verse is read and then continued with another verse by the student and so on (Yanti, 2023). The way to apply this method is that the teacher invites students to read a letter then each child reads 1 verse flowingly and alternately by all students, each student only reads 1 verse then only listens to his friend reading, through this method students can focus more on listening and observing verse by verse so that when reading the student is ready and does not make mistakes in reading, when the student loses focus there is the potential for not being able to continue the verse so that he feels embarrassed, this can be a punishment for him and a reminder for his friends not to lose focus (Fadhilah, 2019; Saputro et al., 2023). If this is implemented, then learning will run in a fun and interesting way, there is great potential where students will be happy with learning so that they can improve learning outcomes.

In the world of education, the use of technology has an important role where the technology is expected to help the teaching and learning process so that students can achieve their best potential (Fahyuni & Istikomah, 2016). Hybrid learning is a learning activity with a regular and effective combination of online and face-to-face

learning. (Indarto et al., 2018) There is a significant difference between offline and online learning, if offline classes are carried out face-to-face or meet directly between educators and students in one room different from online learning can be accessed anytime and anywhere and learners still get feedback learning objectives (Puspitarini, 2022; Usman, 2019). As for hybrid learning, this is a method that combines both offline learnings in class and online learning so that learning takes place optimally and effectively. (Hendrayati & Pamungkas, 2016)

Learning *tahini* al-quran at the elementary school level tends to use traditional methods, there are various methods in traditional *tahfidz* learning, among others, such as the *talaq* method, where the teacher reads and then the students imitate until the students memorize it, or the *tasmi* method, students read and the teacher listens to the student's memorization and then immediately corrects them if they are wrong and other traditional methods (Deni, 2020; Puspita & Pasaribu, 2022). Likewise with the 3B level *tahfidz* class at the MI Baiturrahman Wonokromo Surabaya school, where the *tahfidz* al-Quran class at this school still uses traditional methods such as *talaqqi* and *tadarus*, namely the method of reading the Koran together (Cholifudin Zuhri, 2013). The above method is carried out by *tahini* teachers repeatedly with the same method for a long time, during the learning process.

Using the *talaq* and *tadarus* methods many of the students are less enthusiastic and tend to be bored, this causes learning outcomes and the percentage of students' graduation to potentially decrease. the minimum score (KKM) of students set by the school is 75, the assessment criteria for *tahfidz* of the Koran include the strength of memorization (Dhobit), recitation and pronunciation of the letters *mahkorijul* (Isomuuddin, 2019), While the minimum percentage of graduation is 70%, meaning that if many students from one *tahfidz* class have high scores and above the KKM, the percentage of graduation will increase while the conditions at school show an average score of 62.39 and a percentage of graduation of

33% which requires researchers to use the verse connection method to improve learning outcomes and the percentage of students passing. In addition, the problem that caused the decline in learning outcomes and the percentage of graduation was the absence of students during learning, the presence of students in learning is one of the most important reasons for the success of a lesson, basically, the more active the presence of students in learning, the greater the potential for student learning outcomes to increase (Syatina et al., 2021; Arifin et al., 2023). Furthermore, the more students whose learning outcomes increase, the greater the potential for increasing the percentage of students' graduation. (Purwono, 2022)

In previous research, it was stated that verse connection is an effective method to improve students' learning outcomes by giving questions to continue the verse then students connect it up to several verses (Hartanti et al., 2021). Based on the results of the research above, researchers are interested in using the verse connection method to help improve student learning outcomes, but the verse connection version of the researcher here has a difference from previous research, namely the verse will be read by one child to the next child and so on in a circular situation, until the verse is connected to the end of the letter, the researcher sees that the verse connection method if applied in *tahfidz* learning, students will quickly memorize faster and without requiring excessive energy and thought. Researchers hope that this concept can help improve student learning outcomes.

The purpose of this research is to solve

problems in the tahini class where it is hoped that this verse connecting method, can provide a solution to the decreased value of learning outcomes and the saturation of students towards traditional methods which have often been practiced so that the interest and learning outcomes of *tahfidz* originally decreased to increase.

## METHODS

Simply put, classroom action research (Action Research) is research conducted directly on students to solve problems that exist in the classroom. (Wina, 2016) Data analysis techniques in this study used qualitative analysis techniques where researchers managed data, shared data, reduced data, and presented data so that they focused on the core problems and solutions, analyzed the data, and then concluded the findings. The data collection technique in this study is an observation technique using a questionnaire, which is a technique that includes a structured and systematic arrangement of several questions to the subject under study to obtain information (Musfiquon, 2012). The design of the questionnaire writing in this study uses a closed-ended question design, which is a questionnaire design prepared by the researcher by providing several questions with 2 simple choices to the respondent so that the researcher gets an answer that the results of the questionnaire are easier to process, in general, examples of closed-ended questionnaires are usually in the form of "yes" or "no" questions. (Morissan, 2012)

**Table 1.** Quetioner

LEMBAR KUESIONER							
KELAS TAHFIDZ TINGKAT 3B							
Tempat Belajar : Gedung lama ruang masjid							
NO	NAMA PESERTA DIDIK	Pembelajaran tahfidz dilakukan secara melingkar		seluruh siswa membaca surat secara sambung ayat		sambung ayat metode yang menyenangkan	
		setuju	tidak setuju	setuju	tidak setuju	setuju	tidak setuju
1	Abdulloh hanif						
2	Abdullah umar hakim						
3	Fairoz Adh Dhawy						
4	Taufikul Ngajis						
5	Faris Abdul Hafid						
6	alsyah						
7	Amira Khansaa Hidayat						
8	Annisa La zabianandya Yusatria						
9	Avika Azzukhruf Ainin Nasta						
10	Farros al Faiz						
11	Fadi Hammad Ibrahim						
12	Fahmi Abdullah						
13	Arvalizi Halvinas Yusatria						
14	Abdulloh Ukasya						
16	Mochmamad Malik Ibrahim						
17	Arvalizi Halvinas Yusatria						
18	Maryam Adi Salsabila						
19							
	Persentase Setuju						
	Persentase Tidak Setuju						

After writing the questionnaire questions, the design of the research is also very important, this action research will go through 4 systematic and intensive stages, namely, the planning stage, the action stage, the observation stage, and the reflection stage. (sukardi, 2013) The target population in this class action research is *tahfidz* level 3 class students at MI Baiturrahman school, Surabaya, totaling 18 students with details of 13 students and 5 students.

Sampling used in this study is the non-probability sampling method, in which a researcher has the right to determine the research sample according to his knowledge, (Sugiono, 2018) The sampling technique used is purposive sampling technique, which is a sampling technique that is by the problematics

or research objectives so that researchers get the desired information. (Hidayatullah, 2019)

## RESULTS AND DISCUSSION

### Result

In this study, researchers recorded 18 students from the *tahfidz* class level 3 MI Baiturrahman Surabaya. By using the action research method, researchers hope to solve problems and help teachers and students to find the best solution so that learning objectives can be achieved optimally. The researcher also doubles as a permanent teacher at MI Baiturrahman school in the subject of *tahfidz* al Quran in level 3 *tahfidz* class to get the following research results and data.

**Table 2.** Action research data

Score	Pre-action	Cycle 1	Cycle 2	Cycle 3
Average value	62,39	68.88	76,89	82,61
pass percentage	33%	44%	60%	77%

Based on the student score data above, it can be seen that in the pre-action conditions, the average student score was quite low, namely 62.39 and only 33% could pass, the average number of students who passed was still below the target percentage of student graduation, which had been set for the average child who passes the *tahfidz* Al-Quran subject is above 70%. The average number above is taken based on data on students' daily values in memorizing and murojaah with details of students who get the lowest scores, namely. During the pre-action period, the researcher prepared the required research instruments such as assessment sheets and questionnaire sheets. At this time several things still need to be considered considering that many of the students are not enthusiastic and tend to be lazy in reading and memorizing the Koran it affects scores during the pre-action period, therefore teacher creativity is very important to increase enthusiasm and interest in student learning so that it is more increase. (Arianti, 2019)

After in-depth observation and analysis related to the problems that occur in the tahini class, several factors cause the decline in the results and enthusiasm of students in *tahfidz* learning, including the teacher only teaches using traditional methods and tends to be monotonous, such as the tadarus method at each meeting where the main object of learning is that students are not enthusiastic during the process of teaching and learning activities *tahfidz al quran*. (Rombe, 2020) according to Zain (2017), Another factor that causes the decline in student learning outcomes is the absence of students in several meetings so that the learning outcomes of students are less than optimal, the absence of students is considered to greatly affect the learning outcomes of students because the more often students are absent, the greater the possibility of students falling behind in memorization so that it will

affect the percentage of students' graduation.

Therefore, researchers want to combine the two factors above with a solution, namely using the hybrid learning-based verse connection method, researchers see the first problem, namely the decline in student learning outcomes due to boredom, can be overcome by the verse connection method that teachers have several method options in *tahfidz* learning, to answer the second problem, namely the absence of students either due to permission or illness which causes students to miss memorization, researchers see this problem with a solution, namely by using a hybrid learning-based method where students who are unable to attend can still take part in learning according to schedule even though it is online so that students do not fall behind in memorization. (Wahyuni, 2021)

In the previous learning practice, students who were absent either with permission or illness could not do any form of learning so their memorization was left behind. Although this hybrid method is not carried out at every meeting in learning, by using a hybrid learning solution, researchers hope that this can anticipate the students' memorization lag caused by the absence of students in learning. (Mustika, 2021)

After the pre-action, the researcher started cycle 1 where the researcher analyzed the data to adjust the planning to the cycle 1 process, the researcher also prepared several things needed in this cycle process such as al quran, questionnaire sheets, assessment sheets, pens, tripods, and cellphones. In the application of hybrid learning, researchers plan students who attend online using the WhatsApp application, researchers also explain how the research procedure to students so that what is the purpose of the research can be realized.

**Table 2.** Steps for the Connect verse method based on hybrid learning

No	Stages
1	Teachers prepare supporting tools for learning using the hybrid learning-based verse connection method.
*Fase murojaah	
2	The teacher invites learners who are present online or offline to read a non-long surah in

No	Stages
	turn per child one verse until the end of the surah.
3	learners who get their turn are invited to read aloud.
4	The teacher observes and assesses the reading and learners as they continue their turn to read the verse.
*Fase Catalan	
5	The teacher invites learners who are present online or offline to read 1 verse and read repeatedly in turn and so on up to 5 verses that are targeted to be memorized in each meeting.
6	learners who get their turn are invited to read aloud.
7	The teacher observes and assesses the reading and learners as they continue their turn to read the verse.

When Cycle 1 begins, the teacher and students begin the lesson by reading the opening prayer together, then the teacher checks the attendance of students, learning in this cycle 1 students are present as a whole so the hybrid learning method is not needed in this lesson even though from the beginning this hybrid method was planned by the researcher only as an anticipatory option. Next, the teacher gives students time to memorize the letters they have memorized so that the atmosphere in learning becomes more enjoyable when murojaah, then the teacher uses the verse connection method where the teacher usually uses the method of reading together when one student has started the verse connection, the other students also look seriously listening and paying attention to verse by verse read by their friends until it is their turn to read, then the teacher invites students to deposit the memorization of 5 verses which is the target of the meeting then the teacher also gives a score according to the results of the students' memorization. At the end of the lesson, the teacher reminds students to re-memorize the verses that have been memorized at home so that their memorization is not easily forgotten.

Researchers have also analyzed from the beginning of the use of the verse connection method to the end where *tahfidz* class students have memurojaah verse by verse in turn until the target that has been determined on that day. In the process of filling out the questionnaire sheet, researchers also took pictures of documentation and refined the results of observations about the verse connection method that had taken place. After in-depth

analysis, researchers still found several obstacles outside the planning to be evaluated in cycle 1 so that they could be anticipated and paid more attention to in the next cycle. In this cycle 1, the average student score was 84 but the percentage of students passing was still below the standard and only increased by a few percent, namely 44% which was originally 33% during the pre-action period, the results obtained in cycle 1 are certainly the main basis for researchers to evaluate so that in the next cycle it can be maximized.

In the process of getting to cycle 2, researchers have evaluated some of the shortcomings contained in cycle 1. Where this is deemed important to be corrected to anticipate the tension of students when learning takes place, actually the implementation of cycle 2 with cycle 1 is not much different, it's just that there are a few reductions and additions in cycle 2 so that learning runs more optimally and the scores and percentage of passing students are expected to increase in this cycle 2. researchers reduced the target verse from 5 verses to just 3 verses considering that in cycle 1 many of the students found it difficult to memorize than the researchers also added ice breaking in the middle of learning to overcome the tension and boredom of students. The equipment needed in cycle 2 has not changed from cycle 1.

Cycle 2 begins in the same way as cycle 1, the teacher starts by reading prayers together with all students and then the teacher takes attendance of students, different from the meeting in cycle 1, at this meeting several students cannot attend because there is an *udzur syar'i*, as explained in cycle 1 and in

collaboration with student guardians, students who are unable to attend still follow KBM online according to their schedule, for students who are unable to attend online learning during school hours can still follow by watching recorded learning and still memorizing 3 verses that are targeted at the meeting. After praying, the teacher also invites students to memorize the verses that have been memorized in the previous lesson, and then the teacher begins memorization by again using the verse connection method, on the sidelines of KBM students are invited to play for a moment through ice breaking, the goal is to eliminate tension and boredom in teaching and learning activities, the hope is that students will be more enthusiastic and focused again in the remaining learning time available. Just like the previous meeting, at the end of the lesson, the teacher reminds students to memorize the verses at home so that they don't forget easily.

After cycle 2 learning, researchers analyzed the learning outcomes of students and the results and scores obtained were better than cycle 1, in terms of learning time it went more fun, and students were very satisfied with the results of their memorization.

Each. It was noted that the accumulated average score of students in cycle 2 reached 90 and the percentage of passing students also increased significantly to 60.5%, up 16% from the percentage of passing in cycle 1, which was 44%. Researchers assess that although there is a significant increase in positive trends in cycle 2, from the data above it can be seen that the percentage of students passing still does not meet the minimum standard of graduation, which is still 60.5%, while the minimum target of graduation set by the school is 70%, meaning that it still needs in-depth evaluation so that in the next cycle it can reach or even exceed the minimum target percentage of graduation. One of the things that need to be considered and become material for evaluating researchers to improve the next cycle is that some students have a slow voice so other students have difficulty hearing the students' reading when the verse flows.

In the process towards this cycle 3, the researcher plans to prepare additional tools, namely loudspeakers as a solution to the

problems in the previous cycle so that each student can hear carefully the reading of each student and of course can maximize learning outcomes and the percentage of students passing, while still based on the steps and evaluation notes in the previous cycles, researchers carried out cycle 3 actions optimally and seriously because cycle 3 was the last in this series of studies.

The results obtained by researchers in cycle 3 are to the researcher's previous hypothesis, namely that it can improve learning outcomes in the form of an increase in the average score and the percentage of passes that exceed the minimum target, as for the details, the average score of students is 94 with a passing percentage of 77%, this is an increase that exceeds the minimum target of passing *tahfidz* al quran to the next level, which is 70%, after completing the lesson the researcher gave a questionnaire sheet to students to provide their responses and assessments of the verse connection method. In addition to grades, the results of the questionnaire sheet have shown that out of 15 out of 18 *tahfidz* students are happy with the verse connection method, meaning that more than 80% of students agree and are more enthusiastic about learning *tahfidz* by using the verse connection method. In addition to grades, the results of the questionnaire sheet have shown that out of 15 out of 18 *tahfidz* students are happy with the verse connection method, meaning that more than 80% of students agree and are more enthusiastic in learning *tahfidz* by using the verse connection method. With these results, researchers hope that this hybrid learning-based verse connection method can help *tahfidz* teachers as an additional option in improving *tahfidz* learning.

The verse connection method has been proven to be a breakthrough or option for teachers in teaching and learning activities of *tahfidz* al quran where the aim is to strengthen the memory and accuracy of memorizing students' verses. Meanwhile, hybrid learning has also been proven to be a solution for students to overcome the absence of students which results in falling behind in memorizing *tahfidz*. Therefore, the combination of the hybrid learning-based verse connection

method can answer class problems and become an option and solution to facilitate learning *tahfidz* al quran.

## CONCLUSION

Based on the data results and discussion above, it can be concluded that the hybrid learning-based verse connection method can be an option as well as a solution to problems with the following detailed data. In the pre-action period the average score obtained was 62.39 with a completion percentage of 33%, in cycle 1 the average student score rose to 68.88 with a completion percentage of 44%, in cycle 2 and the results were the average student score to 76.89 with a completion percentage of 60.5%. The average score of the participants was good, but the percentage of student completion was still below the minimum passing standard, namely 70%. In cycle 3, it went smoothly and optimally, resulting in an average score of 82.61 with a passing percentage that exceeded the target, namely 77%. Thus, the verse connection method can overcome the problem of student boredom and the flexibility of hybrid learning gives students freedom to study without fear of missing lessons so that problems resulting from student absences can be resolved and student learning outcomes increase.

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