

## USE OF A SCIENTIFIC APPROACH IN IMPROVING UNDERSTANDING OF SURAH AT-TIIN IN CLASS V STUDENTS OF SD NEGERI 1 JUGO IN 2022

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### Abstracts

Education has an important role in the progress and future of the nation. This research aims to improve grade 5 students' understanding and memorization of Surah at-Tin through a scientific approach. In this research, the classroom action research method was used to search for data in the field. This research found that scientific methods have not been fully implemented by teachers, so students are bored and lack enthusiasm in following lessons. Apart from that, students' level of understanding and memorization is also weak. However, through the application of a scientific approach, students' understanding and memorization increased from 3 students in cycle 1 to 5 students in cycle 2. Thus, this research succeeded in increasing students' understanding and memorization of Surah at-Tin

#### Keywords:

Scientific Approach, Surah At-Tiin, Classroom Action Research

### Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can develop their potential to increase spiritual strength, self-control, intelligence, morals and skills needed by themselves, society, nation and state (Mudhofir, 2009). So that in its implementation education must be in accordance with national education goals, namely; to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This is in line with the national education goals contained in Law no. 20 of 2003 concerning the National Education System (2003: 3).

To make this happen, special expertise is needed from a teacher to produce a generation with morals, character, faith and aspects of intelligence and skills so that equality can be realized. In the implementation of education, especially formal education, there are elements

that influence educational success, one of which is the curriculum. According to the Government Regulation on National Education Standards, the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain goals. One indication of the success of students in receiving learning materials provided by the teacher is when the students are able to explain again what they have learned together between the teacher and students.

The Koran is a guide to life for Muslims. There are many educational values contained in the Koran. No exception in schools, Al-Qur'an education is also instilled in students from an early age so that good morals and character are formed. All of this is summarized in the Islamic religious education lesson. In Islamic religious education, the basic material taught is reading, writing and understanding short letters contained in the Koran. However, in reality, students find many obstacles in reading, writing and understanding the Al-Qur'an.

Based on the researcher's observations, in class V students at SD Negeri 1 Jugo, several problems were found that made it difficult for students to understand Surah At-Tin, including: 1. The learning method used was monotonous so it was less interesting. 2. Lack of student motivation to understand Surah At-Tin 3. Internal factors, lack of interest and enthusiasm for children to learn and understand al-Surah At-Tin 4. External factors, association with friends who are lazy about studying and often ask to chat. From the findings above, the author is interested in conducting research on how to improve understanding of Surah at-Tin through a scientific approach for fifth grade students at SD Negeri 1 Jugo.

## Methods

According to Wardhani (2011) Classroom Action Research is research carried out by teachers in their own classes through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes improve. The essence of PTK lies in taking action in natural situations to solve practical problems in learning (Sudjana, 2009). PTK departs from practical problems faced by teachers/teacher candidates in the classroom (Sukayati, 2011). The implementation procedure can start with situation analysis, action planning, action implementation, reflection, and evaluation of the impact of the action (Kurnianti, 2009). This procedure can be repeated until results are obtained that match the expected quality. In this PTK, researchers use classroom action research procedures in the form of cycles and spirals. The research will be carried out in two cycles, each cycle consisting of 4 actions.

The subjects of the research were class V students at SD Negeri 1 Jugo with a total of 7 students consisting of 4 boys and 3 girls. This classroom action research was carried out at SD Negeri 1 Jugo, Donorojo District, Jepara Regency. The stages of Classroom Action Research (PTK) generally include four stages, namely planning, acting, observing and reflecting.

Research instruments are tools to obtain the data needed when researchers have entered the step of collecting information in the field. In this research, to obtain improvements to action plans in each teaching and learning activity, researchers used written tests, observation sheets, interview sheets, field notes and documentation.

To analyze the level of success or percentage of success of students after each round of the teaching and learning process, this is done by providing an evaluation in the form of written test questions. This analysis is calculated using simple statistics, namely: ( 1) Students are said to be complete if the percentage of completion reaches 80%, (2) Students are said to be successful in learning if the students' average score reaches 75.

## Results and Discussion

### Cycle 1 Implementation

The research activity in Cycle 1 is to form study groups based on the results of giving initial tests to students. With a classical completeness score of 30% and an individual absorption

capacity of 66%, this means that it does not meet the learning outcome criteria. The steps for implementing classroom action research in the first cycle are as follows:

**a) Planning**

In the initial planning stage, researchers first prepare a lesson plan using a scientific approach. After preparing the RPP, the researcher created a Student Worksheet (LKPD) to support students' learning activities.

**b) Action**

In the action process in cycle 1, the researchers held face-to-face meetings, but due to the unfavorable situation and conditions, the total number of students sampled in this research was 7 students. In this study, the researcher acted as a teacher with the following duties:

- 1) Before entering the core of learning to read, the teacher first asks students to classically examine why people who read the Koran are lucky and special people.
- 2) The teacher explains briefly how to read the Koran properly and correctly.
- 3) The teacher appointed several students as models for reading QS at-Tiin.
- 4) The teacher provides reinforcement by giving examples of reading QS at-Tiin.
- 5) The teacher repeats the letters that are considered difficult.

After the presentation of the material, the students were tested on their reading and as a result, only 3 students were able to read the Qur'an surah at-Tin fluently and its meaning, 2 others only memorized the surah and 2 others had difficulty reading or understanding its meaning.

**c) Observation**

Researchers conducted observations of students using the steps of pre-learning activities, initial learning activities, core and closing activities.

**d) Reflection**

After completing action research in cycle 1, the researcher reflected based on the problems found in cycle 1. Some of the problems found in the field were as follows: Due to the limited face-to-face time, the material had to be delivered briefly. Concern about the situation and conditions so that both teachers and students are not focused (not concentrating). The method used is the lecture method and seems monotonous so that students are bored and have difficulty understanding and memorizing the Qur'an Surah At-Tin.

The following actions are taken to overcome the problems in cycle 1, namely:

- a) Directing students to re-learn what has been taught at school.
- b) Collaborate with guardians/parents of students to accompany and supervise their children studying at home.

### **Cycle 2 Implementation**

Cycle 2 was carried out in 1 x meeting (1 x 35 minutes) with the subject of understanding Surah At-Tin in class 5 of SD Negeri 1 Jugo on Wednesday 14 June 2022. If in cycle 1 the lecture only method was used, then in cycle 2 The researcher used the lecture method plus connecting pieces of verse.

The steps for implementing classroom action research in the first cycle are as follows:

**a) Planning**

In the initial planning stage, the researcher first prepared a lesson plan using scientific methods, then the researcher created a Student Worksheet (LKPD) to support students' learning activities.

**b) Action**

The action process in cycle 2 was that the researchers held face-to-face meetings. In this case, the researcher acts as a teacher. As an opening, the teacher gives greetings, asks about

news, continues with giving material by applying the method of connecting pieces of verse using a whiteboard or cardboard.

**c) Observation**

In cycle 2, there was an increase in student understanding. This can be seen increasing the level of memorization and understanding of students after using the method of connecting pieces of verse. As a result, from initially only 3 students who were able to memorize and understand Surah at-Tin, the Qur'an increased to 5 students who succeeded in memorizing and understanding the contents of Surah at-tin, while the other 2, although not yet perfect, were able to understand a little.

**d) Reflection**

In cycle 2, students' understanding is said to be complete. Based on the results of observations of student activities, the expected completeness in cycle 1 has an impact on cycle 2 resulting in an increase in observation scores on student activities, which include: active involvement of students during the learning process which includes student activities when doing group work and manipulating props to investigate problems faced by students, students' attitudes and skills when carrying out investigations in collecting data in the form of facts from problems that have been raised at the beginning of learning, formulating temporary allegations, investigating and drawing up conclusions based on the findings of investigations that have been carried out and creating good collaborative relationships between students.

### Conclusion

Based on the results of classroom action research carried out in cycle II, the following conclusions can be drawn: 1. Teacher activity in cycle I was in the poor category and in cycle II the average was in the good category. Student activity increased, in cycle I the average was in the poor category and in cycle II the average was in the good category. 2. The application of a scientific approach using the method of connecting verse pieces is considered effective and can improve students' understanding of the Qur'an surah at-Tin .

To improve the quality of education, determination and appropriate efforts are needed so that educational goals can be carried out well. In this research, researchers are very aware that there are still many shortcomings. Therefore, constructive criticism and suggestions are very necessary.

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