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IMPLEMENTATION OF JIBRIL METHOD IN INCREASING THE ABILITY TO READ THE KORAN CLASS C 2 TAKHASSUSUL KORAN INSTITUTIONS OF DARUL HIKMAH

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Abstract: *This research is a classroom action research (CAR), which is research based on problems that arise in the learning process. The basis of this class action research departs from the beginning of the study of learning the Koran in class, the results are discussed with the homeroom teacher, class and group of teachers to diagnose the situation in the classroom, then planned, and systematically reflect with various alternative actions to overcome the problems of students in order to improve and enhance the ability to read the Koran. While the purpose of this study is intended: first to find out whether the method of Jibril is an appropriate learning method in improving the ability to read Al Koran for students of takhassusul koran Darul Hikmah. And secondly, to find out whether the method of Jibril can improve the ability to read Al-Koran students tahsin children takhassusul koran institute Darul Hikmah. From this research it can be seen that (1) the Jibril method is an appropriate learning method in improving the ability to read the Koran tahsin students children takhassusul koran institute darul hikmah, (2) the Jibril method can improve the reading ability of the Koran tahsin students children of the superstitious koran darul hikmah.*

Keywords: *Implementation, Jibril Method, Tahsin tilawah*

INTRODUCTION

The ability to read the Koran is essential for understanding the content of the Koran. Reading the Koran also has a close relationship with the worship performed by Muslims, such as the prayer, pilgrimage and other prayer activities. For example in the prayer, it is not legal to use a language other than the language of the Koran (Arabic)

The importance of these basic abilities will be easier, if applied to children from an early age. The ability to read the Koran is a necessity for every Muslim and without mastery of the knowledge of the Koran from the aspect of good reading will cause the implementation of other Islamic worship can not be run perfectly.

In fact, researchers found that class C students who came from class D had difficulty reading the Koran Amma Juice which is a basic ability that students must have before learning juice 1-5. This incident makes students have difficulty in following the next learning.

In addition to the methods used by teachers, there are many possibilities of things happening that become a burden on students, including the density of activities outside school such as boarding school activities. However, this can be ignored and overcome if the methods used by teachers are more innovative and creative. Thus, in the opinion of researchers, whatever the preoccupation of students outside of tahsin, if the teacher's method of learning uses methods that make students happy and motivated, there will be an increase in the ability to read the Koran.

Many methods can be used such as the Iqro Method and the Al-Baghdady method. In learning the Koran one method that is considered capable of improving the ability to read the Koran is the Jibril method. For this reason, researchers conducted research "The Implementation of the Jibril method in Improving the Ability to Read the Koran in Class C2 of the Darul Hikmah Takhassusul Institute".

With this type of classroom action research (CAR) that is research based on problems that arise in the learning process, researchers diagnose the situation in the classroom, then planned, and systematically reflect with various alternative actions to overcome student problems in order to improve and improve their reading skills. The Koran. Subjects in this study were students of class C 2 Tahsin of the Takhassusul Koran Institute Darul Hikmah, of which the students were 20 people.

RESULTS AND DISCUSSION

At this stage, the researcher uses two cycles in reflection and revision at each end of the cycle. Each first cycles carried out at every face-to-face meeting. In the

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first and second first cyclencludes planning activities, implementation of actions, observation, evaluation, and reflection.

Research planning in first cycle is carried out in early June 2019, with the initial activity requesting a research permit from the Islamic Living School of Darul Hikmah on June 19, 2019, and subsequently requesting the approval of the head of the Takhassusul Koran Institute Darul Hikmah to enter into a research agreement, after approval the study asked colleagues and the head of the tahsin to collaborate in class action research to be carried out. On June 24, the researchers discussed with Asatid's friends and the head of the tahsin learning plan based on the Jibril method with Surat al-Baqarah material and observation sheets, pretest and posttest questions.

The implementation of the first first cycles carried out on Wednesday 3 July 2019 beginning with the administration of first pretest. After that, learning is done with 45 minutes of time. the learning process is carried out in accordance with the plans that have been prepared previously, the learning consists of three activities: 1. opening activities 2. core activities 3. closing activities, which end with the provision of post test 1 and questionnaire distribution.

Learning the Koran using the Jibril method in cycle 1, the observer gives a value of 3.5 which shows that learning takes place well. Observer also provides input in the form of suggestions for researchers to increase student motivation so students are more enthusiastic in learning the Koran. Observer also gave input that good feedback from the teacher to students was not so apparent. This was seen in item number 6 about observer feedback still giving a value of 2 because according to the observer at the time of evaluation the teacher gave less feedback to students so students became stiff and less passionate about learning.

Activities carried out at this stage are to conduct learning in accordance with the learning implementation plan. July 5, 2019 Observer observes when the learning takes place. Learning outcomes and observations are arranged as discussion material to find out the development of learning in first cycle. The focus of the observation is on the management of learning with the Jibril method to improve students' reading skills while learning takes place.

The next stage Thursday, July 7, 2019 is the stage relating to the process and impact of the actions taken. From observations or observations. researchers and observers discuss or reflect on whether the learning method with Jibril in first cycle. Furthermore, researchers and observers revise anything that must be changed or maintained in the implementation of learning conducted. If from the stages of the first cycle above there are still problems and difficulties to find out the improvement in students' reading skills, then the results of the first cycle are taken into consideration in the second cycle. The second cycle was carried out the same as first first cyclen accordance with the results of revision and reflection in first cycle .

Sunday 14 July 2019, at this stage the researcher guided by the results of the first cycle so that the results of the second cycle were more effective in improving

students' reading skills. Preparation at this stage is the same as first cycle including the researcher checking the data in first cycle with the observer / observer. But the difference only lies in the teaching material. This stage is also the same as the implementation action in first cycle. while the observation stage in first cycle is also the same as the observation phase in first cycle where the second focus of this activity is the management of learning with the Jibril method to improve students' reading skills while learning takes place.

At this stage of reflection, it is also the same as the reflection of first cycle, where the researcher and observer conduct a discussion or discuss the observations that have been carried out, so that in this cycle, a picture of how learning outcomes with the Jibril method can improve students' reading abilities. This activity was carried out on Wednesday 17 July 2019.

In cycle 2 the researcher tries to correct the deficiencies in the first cycle such as the lack of motivating students by giving advice or telling exemplary stories that contain wisdom for anyone who reads and studies Al Qu'an, and how great the reward is for those who read it properly and correctly. Related to the lack of feedback from the teacher to students, researchers improve it by responding and responding to students who have difficulty reciting reading so as not to be a bad example to other students and become habitual when meeting similar verses.

Improvements made by researchers in the management of learning in the second cycle are quite effective, this is evident that there is a significant change in the assessment of learning management given by observers in cycle 2 that is equal to 4.2. Observer can provide a note that is for researchers to more mature the material (providing additional Nun and Mad law) in subsequent learning.

In cycle 2 there are many items that have increased one of them is in item number 3 about providing assistance to students who had difficulty in the first cycle can only score 4 (good) while in cycle 2 get information value 5 (Very Good). The obstacle in the first cycle related to item number 6 (feedback) has experienced a significant increase, namely in cycle 1 getting a value of 2 (not good) and in cycle 2 getting a value of 4 (good).

With the increase in the value that the observer gives on the observation sheet ie at cycle 1 of 3.5 to 4.2 in cycle 2, the researcher and observer assess that learning management by using the Jibril method is in good category, so it can be concluded that the management of the learning of the Koran using the Jibril method has increased.

Improvement in the ability to read the Koran can be seen from the results of tests that researchers give to students just before learning (Pretest) and after learning (Posttest). The data is then converted to a class average so that researchers can use to compare the results of pretest 1, posttest 1, pretest 2 and posttest 2.

In the implementation of cycle 1 the average value of the class obtained by students at pretest 1 got a value of 64.5 and an increase occurred after the adoption of the Jibril method, this is seen by the average value of students at posttest 1 of 67.25. Then the researchers conducted an evaluation with the observer and the

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head of tahsin regarding the results obtained in cycle 1, so the researchers decided to continue the research in cycle 2 with the consideration that there were still 8 students who did not experience an increase (test score) at all.

In cycle 2 the grade average value increased from 68.75 (average Pretest 2) to 72.5 (average Posttest 2), this shows that students begin to adapt to the Jibril method and find it easy in learning to read the Koran. Improvement of students' ability to read the Koran is very significant, especially seen in the increase in the average value of posttest 1 compared with the average posttest value 2, namely from 67.25 to 72.5, this shows that learning with the Jibril method can improve the ability to read al- The Koran.

In the student response data on this study the researchers looked at the results of the questionnaire given to students at the end of each lesson, an increase in student responses to this learning can be seen in each questionnaire item. As in questionnaire item number 3 which is about students' understanding of learning, in cycle 1 students who chose strongly agree (SS) were only 10% and increased in cycle 2 to 25%, also in item number 11,12,13 regarding positive student responses (the pleasure of learning the Koran with the Jibril method), in cycle 1 students who chose strongly agree (SS) were only 5% and increased to 80% in cycle 2.

Researchers also obtained data on the level of student response in each cycle that is 16.2% in cycle 1 and increased to 17% in cycle 2 This shows that students' responses to learning the Koran by the Jibril method are in good category. So it can be concluded that the method of Jibril is the right learning method in improving the ability to read Al Koran for the students of the Darul Hikmah takhassusul institut

CONCLUTION

Based on the explanation of the results and discussion as described above, it can be concluded that the Jibril method is the right learning method in improving the reading ability of the Koran students of the Tahhassusul Institute of the Darul Hikmah Newspaper. In addition, the Jibril method can improve the ability to read Al Koran students from the Takhassusul Institute, Darul Hikmah Newspaper.

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