

The Influence of Learning Outside the Class on the Quality of Students' Al-Qur'an Memory at the Qur'an Elementary School Bahrusysyfa' Sukodono, Lumajang District, Indonesia

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Abstract. Development of human resource capabilities including students in it is through a learning process. With this learning process students gain knowledge and skills, all of which students can acquire through the learning process, especially religious learning which has an important role in developing students' attitudes and spirituality. Basically a teacher should be able to implement a learning in which active interaction can be created between the teacher and students, fellow students and students with their environment. With learning like this it is hoped that students' understanding of religion can be better. On the other hand, a sense of belonging, loving the environment can also be embedded. Outdoor learning or learning outside the classroom indirectly reminds students that learning is not always done in the classroom. With learning like this it gives students room to add more memorization and provide the best quality for good Al Qur'an memorization. Because learning outside the classroom can create interactions between teachers and students, students and students as well as students and their environment. By trying to keep students happy to learn and memorize, of course, it will have an impact on students' understanding of murojaah memorizing the Koran, so that what is called competence in the quality of memorizing the Koran will be achieved. A teacher should be able to implement a learning in which an active and pleasant interaction is created between the teacher and students,

Keywords: Learning, Memorization of the Qur'an, Outside Class.

INTRODUCTION

Education is an effort carried out by a person or group of other people in order to become mature or reach a higher level of life and livelihood, in a mental sense. So education is an important thing in achieving a better level of life, where if someone wants to improve the quality of himself then his education must be better or increase the quality of his knowledge must be even better in order to achieve a higher level of life. Armei Arief, 2009:32).

Outdoor learning is a learning that takes advantage of conditions outside the classroom. This learning utilizes the school area to be used as a place of learning, therefore it is hoped that it can make the learning atmosphere more enjoyable. This approach is based on the idea that every place has the potential to be used as a place of learning, because fun learning can motivate students to better understand the material presented by the teacher. According to Adelia vera, revealed that "Outdoor Learning itself is an activity of conveying lessons outside the classroom, so that teaching and learning activities take place outside the classroom. Some people call it Outing Class, which is an activity that directly involves nature to be used as a learning resource. (Adelia Vera, 2012:17)

Al-Qur'an is the word of Allah which has the value of miracles which was revealed to the Prophet sallallaahu 'alaihi wasallam by means of the angel Gabriel which was narrated muwatitir, and reading it is included in worship. Al-Qur'an as the last book, has an important position in the Islamic teaching system. This is because the Al-Qur'an is the word of Allah Subhanahu wa ta'ala as revealed

to the Prophet Muhammad sallallahu alaihi wasallam. Al-Qur'an is the main source of Islamic teachings which has undeniable authenticity.

According to Muhammad Ali al-Shabudi, the definition of the Qur'an that has been agreed upon by scholars, especially the scholars of ushul fiqh, is the Word of Allah which has miracles, was revealed to the prophets and apostles, through the intermediary of the Angel Gabriel, written with various manuscripts, nuked to us by way of tawatur (mutawatir), which is considered worship by reading it, starting with the Al-Fatihah letter, and closing with the Al-Nas letter.

METHOD

The data collection methods to be carried out are as follows:

1. Observation Method

The observation or observation method is loading activity, attention to an object by using all the senses. The form of observation made is non-systematic observation, namely observations made by observers without using observational instruments. The purpose of using this observation method is to observe directly the situation of the research population related to the variables in the study. So in the observations made in the study at the Qur'an Bahrusyifa Elementary School, Sukodono Lumajang sub-district, researchers made direct observations in their daily activities.

The data in this study are as follows:

- a) objective condition of Bahrusyifa Qur'an Elementary School, Sukodono Lumajang sub-district
- b) Conditions of Bahrusyifa Qur'an Elementary School students, Sukodono Lumajang sub-district.
- c) Facilities and infrastructure of the Bahrusyifa Qur'an Elementary School, Sukodono Lumajang sub-district.
- d) Qur'an tahfidz prayer activities at the Qur'an Elementary School Bahrusyifa, Sukodono Lumajang sub-district

2. Interview

According to Nasution the interview is a form of verbal communication, so it is a kind of conversation, which aims to obtain information. In connection with this research, in collecting data, researchers communicate with data sources. Communication is done by dialogue (question and answer) verbally. This method is used in an effort to find out and collect data from school principals related to this research.

Researchers conducted interviews to obtain data related to research, research subjects were:

- a. Principal of the Qur'an Elementary School Bahrusyifa
- b. Tahfidz teacher
- c. Head of Curriculum

3. Questionnaire / Questionnaire

Questionnaires or questionnaires are a list of statements that are distributed by post or filled out and returned or can also be answered under the supervision of the researcher. Questionnaires are used to obtain information from a variety of samples or sources whose locations are often spread over large areas, national and sometimes international.

RESULTS AND DISCUSSION

Learning Outside the Classroom

Learning is any relatively permanent change in behavior that occurs as a result of practice or experience. Learning is an activity with a purpose. Some of these learning objectives are truly realized and some are not so realized by the learner. The learning objectives are closely related to the change

or formation of certain behaviors. And learning goals that are positive and can be achieved effectively are only possible in the teaching and learning process at school. (Ngalim Purwanto, 1990:84)

Learning as a process to help students learn well and effectively. The teacher's role in learning activities is to create a conducive, innovative, and creative learning environment by sticking to learning variations that are oriented to student activity. Learning variations can be done with various alternatives. One simple variation, for example, is related to study rooms. Especially if we remember that the learning activities that have taken place so far at almost all levels have been carried out in the classroom. Thus education means all the efforts of adults in association with students to lead the development of their physical and spiritual potential towards perfection. In this case, Azyumardi Azra, 1999:3)

Outdoor Learning is an out-of-school activity which contains activities outside the classroom/school and in other nature, such as: playing in the school environment, parks, farming/fishing villages, camping, and adventurous activities, as well as developing relevant aspects of knowledge. The learning process can occur anywhere, inside or outside the classroom, even outside the school. The learning process that is carried out outside the classroom or even outside the school has a very important meaning for the development of students. Outdoor Learning is a method in which the teacher invites students to study outside the classroom to see live events in the field with the aim of familiarizing students with their environment. Through the Outdoor Learning method, the environment outside the school can be used as a learning resource. The teacher's role here is as a motivator, Husama, 2013:9)

In general, the educational goals to be achieved through learning activities outside the classroom or outside the school environment are as follows:

- 1) Directing students to develop their talents and creativity as widely as possible in the open.
- 2) Teaching and learning activities outside the classroom aim to provide a meaningful setting for the formation of students' attitudes and mentality.
- 3) Increase students' awareness, appreciation, and understanding of the surrounding environment.
- 4) Helping to develop all the potential of each student to become a perfect human being, namely having perfect development of body, mind and spirit.
- 5) Providing context in the process of introducing social life at the practical level (reality on the ground).
- 6) Support the skills and interests of students. Not only interest in certain subjects that can be developed outside the classroom but also interest in activities outside the classroom.
- 7) Creating awareness and understanding of students how to respect nature and the environment, and live side by side amidst differences in ethnicity, ideology, religion, politics, race, language, and so on.
- 8) Introduce various activities outside the classroom that can make learning more creative.
- 9) Provide unique opportunities for students to change behavior through setting the setting for activities outside the classroom.
- 10) Makes important contributions in order to help develop teacher-student relationships.
- 11) Providing the widest possible time for students to learn from direct experience through the free implementation of the school curriculum in various areas.
- 12) Utilizing resources from the environment and the surrounding community for education.
- 13) So that students can optimally understand all subjects. (Adelia Vera, 2012:21-25)

Learning outside the classroom has benefits including:

- 1) Clearer mind.
- 2) Learning will be fun.
- 3) Learners are more varied.
- 4) Learning is more recreational.
- 5) Learn more reels.

- 6) Children are more familiar with the real world and wider.
- 7) Embedded image that the world as a class.
- 8) The learning space will be wider.
- 9) Brain work is more relaxed.

According to Vera, learning outside the classroom is divided into several types, namely:

1) *Education Training Plus.*

Education training plus is an educational activity that integrates the formal curriculum, nature and character. Education curriculum subjects such as; art, science and others with a pattern of getting to know nature while playing around. The character curriculum is more about the formation of personality and morals, while the nature curriculum includes gardening lessons and getting to know plants, raising livestock and getting to know animals, in order to hone students' independence and mentality.

2) *Gathering Plus.*

Gathering Plus is a form of tourism in the open that is designed in a recreational, relaxed and happy atmosphere with educational content

3) *Playground and Nature Tourism.*

Playgrounds and natural attractions are a series of game obstacles designed in such a way that they can simulate outdoor activities. This activity unlocks self-potential that so far has not been known so that through these Low and High Rope activities a sense of self-confidence emerges

4) *Experiential Base Study.*

Experiential Base Study is a package of activities in the form of learning that is designed in such a way that it can be applied using the outdoors as a medium. The process of self-knowledge, interests and talents is based on the school curriculum so that this program is very effective for participants because they are involved to see, hear and do (Experiential Learning).

5) *Knowledge Management.*

Knowledge Management is a packaging for the distribution of a number of knowledge that will become shared learning. This knowledge management has been formulated as a source of shared knowledge and can be implemented with the meaning of studying nature.

The Quality of Memorization of the Qur'an

Tahfidz Al-Qur'an comes from two syllables, namely tahfidz and Al-Qur'an. The word tahfidz comes from Arabic, namely (hafidza-yahfaddzu-hifdzan) which means memorizing or the opposite of forgetting and forgetting a little. Meanwhile, the Qur'an is the words of Allah revealed to the Prophet Muhammad through the angel Gabriel to be read, understood and practiced as a guide or guide for human life and also as the holy book of Muslims.

The combination of the words Al-Qur'an in tahfidz is a form of idafah which means memorizing it. In a practical setting, namely reading orally so as to create memories in the mind and penetrate into the heart to be practiced in everyday life. The word tahfidz Al-Qur'an can be translated simply, namely memorizing the Al-Qur'an.

Memorizing means *Wa ahu ala zahri qalb* (memorizing the Qur'an by heart), or also means *Istizharahu* (memorizing). According to Manzur, it means *Mana'ahu min al-diya* (guarding it from its loss and destruction). If it is associated with the Al-Qur'an, it means maintaining continuously, so that the Al-Qur'an is maintained and does not lose its purity. Meanwhile, according to Gagne, memorization is a form of cognitive strategy as an organization of internal skills (internal organized skills) needed in learning to remember and think.

Tahfidz Al-Qur'an is a form of learning in forming knowledge. According to Piaget in Paul Suparno's book, he argues that he distinguishes two forms of knowledge, namely figurative and operative knowledge. Figurative knowledge is knowledge gained from direct imagining or describing

it. Meanwhile, operative knowledge is knowledge that can actively and deeply process something, including the deepening of the figurative knowledge obtained first.

Learning activities are inseparable from the formation of these two knowledges. therefore, learning the Qur'an and tahfidz is a unity in managing knowledge in depth.

Quality is a value that determines how good or bad something is for someone, which can be seen from the abilities, achievements, or something else in that person. Quality includes a noun which means level, quality, level of good or bad something (about goods and so on), level, degree or level of intelligence, skills and so on. According to Garvin and David said that quality is a condition that is dynamic and related to humans, products, processes and tasks, as well as the environment that is able to meet or exceed human expectations. (Davis Garvin A, 1987:65)

Memorizers are people who memorize carefully and are included in a row of people who memorize. In the Big Indonesian Dictionary, memorization is trying to sink into the mind so that it always remembers (without looking at books or other records). Memorizing the Qur'an according to Sa'dulloh is a process of remembering where all verse material (details of its parts such as phonetics, waqaf, etc.) must be memorized perfectly. Therefore, the whole process of remembering the verses and their parts, starting from the initial process to the last recall (recalling), must be precise. Mistaken in entering or storing it will also be mistaken in recalling it, or even difficult to find in memory.

The quality of Al-Qur'an memorization is a value that determines whether a person's overall memorization of Al-Qur'an is good or bad, memorizes perfectly (ie memorizes the entire Al-Qur'an by matching and perfecting his memorization), reads fluently, and does not there is an error with the reading rules which are in accordance with the correct tajwid rules, and always pursue, routine, devote all one's energy continuously and earnestly in keeping memorization from forgetting.

Broadly speaking, the quality of Al-Qur'an memorization can be categorized as good, or not good can be seen from the accuracy of recitation of Al-Qur'an memorization, which is in accordance with tajwid, *faṣāhah* and smooth memorization of the Qur'an.

1) Tajwid

Tajwid science is the science of how to read the Qur'an properly, namely by making soundshletter from the origin of the place of origin (makhrāj), according to the character of the sound (property), which has the letters, knowing where to read long (mad) and where to shorten the reading (qasr). Etymologically the word "tajwid" is taken from the word Jawwada Yujawwidu (Jaudah), tajwidan, which means good, good, beautifying. As for linguistically is bringing (reading) well. Tajwid in terms is a science that is used to know the rights of eachhletters and give the right propertieshuruf, Mad-Mad and so on such as tarqiq, tafkhim, and the like (tarfiq and tafkhim).

The purpose of the science of recitation is so that Muslims can read the Qur'an in accordance with the readings taught by the Prophet Muhammad and his companions, as the Qur'an was revealed. Therefore, the law of learning tajwid is mandatory for every recitation of the Qur'an. The problems raised in this science are makharijul *letters* (exit point letters), *Ṣifatul letters* (pronunciation letters), *ahkamul letters* (relationship between letters), al mad wa al qasr (long and short sayings).

2) Faṣhahah

Faṣāhah linguistically comes from the Arabic word which is isim masdar from the vocabulary fi'il madhi (فَصَحَّ) which means to speak using correct and clear words. Meanwhile, in term That is the expression of lafaẓ-lafazclear, easy to understand and commonly used among writers and poets, because of the wordzthat's fine. While the notion of *faṣāhah* in memorizing the Qur'an is related to certain material groups, namely:

- a. *Al Waqfu wal Ibtida'*
- b. *Mura'atulHinitial letterHarakat*
- c. *Mura'atul Kalimah wal father*

So it can be concluded that *faṣāhah* is to say clearly or clearly in pronunciation or oral pronunciation when reading the Qur'an, and pay attention to the law of *al waqfu wal ibtida'* (the accuracy between starting reading and stopping reading), *Mura'atul initial letter arakat* (notice letters and *arakat*), *Mura'atul Kalimah wal Ayah* (paying attention to sentences and verses)

Memorizing is said to be smooth, it can be seen from the ability to recite or recall information that has been memorized or learned well. Memorizers can have smooth memorization due to the frequent repetition of memorization (*muraja'ah*) on a regular basis. Because memorizing the Al-Qur'an is different from the others (such as poetry or prose) because the Al-Qur'an quickly disappears from the mind. Therefore, when the memorizer of the Qur'an leaves even a little, they will quickly forget it. For that you have to repeat it regularly and keep it memorized.

An effective way to preserve memorization is to repeat it regularly, if necessary, make it a *wirid* every day, according to the amount you can afford, even if it's only a quarter or half a *juz* per day, anytime and anywhere. Because with routine repetition and continuous maintenance, memorization will continue and last forever, and if it is done the other way around, then the Qur'an will quickly come off.

In memorizing the Al-Qur'an, memorizing the Al-Qur'an can be categorized as good if the person who is memorizing can recite the verses of the Al-Qur'an without looking at the manuscript correctly and making a few mistakes. Therefore, a person is said to have a good memorization level if he memorizes the Qur'an according to the correct rules and is fluent in reading it.

- 1) In the assessment of fluency, namely: Judging from the number of errors in reading the verse. Or how many mistakes in reciting the Koran (whether it's reciting a *delay* or *muraja'ah*) to the nanny every day.
- 2) *Tardid al sentence*, That is, how many times to repeat a sentence or verse reading more than once and still be able to continue reading it. In this case, there is repetition of the sentence or verse more than once due to forgetfulness, but by repeating it a second or third time it can bring back the memorization, so that in the end you can continue reading correctly even if you read the verse repeatedly.
- 3) Reading with *tartil*, namely reading the Qur'an slowly, not in a hurry, with good and correct reading in accordance with *makhraj* and its characteristics as explained in the science of *tajwid*

It is recommended for people who want to read the verses of the Qur'an to read them slowly before memorizing them, so that a general picture is painted in them, so that they are quickly memorized. Reading with *tartil* will bring delicacy, enjoyment, and serenity, both for the reader and for the listeners. Therefore, in fluency, pay attention to aspects of reading literacy. Because even though there are no mistakes in reading, if you don't pay attention to the *makhraj* and the characteristics of the letters, you can say they are not fluent.

It would not be an exaggeration to say that the Qur'an is heavy and tiring. The phrase is not to scare. It is fitting that whoever wants something of high value in the eyes of God or in the eyes of humans, he must work hard, tirelessly, patiently and steadfastly in the face of the obstacles that come his way. Maybe by contemplating the struggles of memorizers who struggle hard to achieve success, they can be stronger and more patient in dealing with the problems of *tahfidz* Al-Qur'an. The following are some of the internal and external problems that often become obstacles in *tahfidz* Al-Qur'an, namely:

a. Internal Factor

- 1) Love the world and too busy with it.
- 2) Unable to feel the pleasure of the Qur'an.
- 3) Dirty heart and too many immorality.
- 4) Impatient, lazy and hopeless.
- 5) Weak spirit and will.
- 6) Insincere intentions.

b. External Factors

- 1) Not being able to read properly.
- 2) Unable to manage time.
- 3) Tasyabuhul ayat (slanted verses)
- 4) Little repetition
- 5) Not social yet
- 6) No muwajjih (guide)

When viewed from the internal and external factors above, external problems are actually lighter than internal problems. The proof is that many orientations do not have faith, but are able to memorize the Al-Qur'an. This success is actually only because it is supported by strong abilities. A Muslim in memorizing the Qur'an the target is not just memorizing it and then completing the task. But more than that, how should he be able to make the Qur'an a sibghoh for himself. Therefore if you have been able to escape from internal problems, it will be easier to escape from external problems.

This type of research uses quantitative research using a deductive mindset. The methods used in this explorative quantitative research are: interviews, observations, documentation, and questionnaires. The results of this study were carefully analyzed using the Chi-Square Statistics formula and contingency formula

The result is 3.005 and when consulted with the degrees of freedom ($df = 1$) the 5% significance level is greater than $3.005 > 3.84$, this means that it is not significant. And the magnitude of the influence is 0.262 which ranges from 0.200 – 0.400 thus the interpretation of the influence is low. Factors Supporting and Inhibiting Learning Outside the Classroom on the Quality of Memorizing the Qur'an of Students at the Qur'an Bahrusysyifa' Sukodono Lumajang Elementary School in the 2022/2023 Academic Year. open. While the inhibiting factor is that student processing will be more difficult to condition.

CONCLUSION

Based on research and data analysis as well as hypothesis testing conducted at the Qur'an Bahrusysyifa' Sukodono Elementary School, Lumajang Regency, for the 2021/2022 academic year. Then it can be concluded. Learning outside the classroom has no effect on the quality of students' memorization at the Qur'an Bahrusysyifa' Sukodono Elementary School, Lumajang Regency, for the 2022/2023 academic year. This is proven from the results of calculations using the Chi-Square Statistics formula which is 3.005 and when consulted with the degrees of freedom ($df = 1$) the significant level is 5% greater ($3.05 < 3.84$) this means significant, thus the null hypothesis (H_0) is rejected, and the working hypothesis (H_a) is accepted. The Magnitude of Learning Outside the Class on the Quality of Memorization of Students at the Qur'an Bahrusysyifa' Sukodono Elementary School, Lumajang Regency, Academic Year 2022/2023. after being proven from the calculation results with the Contingency Coefficient (KK) formula the result is 0.262 if consulted on the interpretation value table then it ranges from 0.200 to 0.400 thus Interpretation Has a Low Impact. Supporting factors; Directing students to develop their talents and creativity as widely as possible in the open, Teaching and learning activities outside the classroom aim to provide a meaningful setting for the formation of students' attitudes and mentality, Help develop all the potential of each student to become a perfect human being, namely having the perfect development of body, soul and spirit. Obstacle factor; Students will lack concentration, student processing will be more difficult to condition, time will be consumed (not on time)

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