



Manipulative Learning Media as an Effort to Improve Understanding of Tajweed Learning

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ABSTRACT

This class action research aims to improve students' understanding of tajweed learning through the application of manipulative media in class IV MDTA Al-Mubarakah. The data needed in this study using Cycle I and II techniques. The results showed that the level of understanding of students towards learning tajweed through the application of manipulative media had reached 80% in cycle I and 90% in Cycle II. With the application of manipulative learning media, of course, to make it easier for students to be able to think in understanding the concept of tajweed learning conveyed by the teacher. Thus, teachers must be creative and innovative in learning, how teachers can create interesting and fun learning methods and media to motivate students to learn tajweed.

Keywords: *Manipulative Media, Improving Understanding, Tajweed Learning*

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INTRODUCTION

Manipulative media are all objects that can be seen, touched, heard, felt and manipulated (Adelantado-Renau, 2019; Adhia, 2019; Afifi, 2019),. This shows that everything that students can and usually encounter in their daily lives can be used as a more contextual learning media (Al-Khowarizmi, 2021; Allsop, 2019; Bellis, 2019). Manipulative media should be adjusted to the level of readiness and maturity of students at their age range, so that it can be manipulated and varied so that it is fun and gives satisfaction to students (Amir, 2018; Benzing, 2018; Blankenship, 2019). The materials

for making manipulative learning media use simple materials such as beads, sticks, seeds, pebbles, marbles, pencils, books, paper, cardboard, coins, and so on.

According to Muhsetyo, et al (2012: 2.31) defines that "manipulative media are materials that can be manipulated by hand, rotated, held, turned over, moved, arranged or arranged or cut into pieces" (Al-Khowarizmi, 2021; Bialystok, 2018; Blankenship, 2019).. There are several things that can be done to achieve optimum results from the exercise program, one of the things that is highly recommended is that learning activities take place in an environment that is very similar to the actual conditions of the event (Ainscow, 2020; Akbari dkk., 2022; Al Ayub Ahmed dkk., 2022). Objects or models that are very similar to the original object, will provide a very important stimulus for students in learning material related to psychomotor skills. So learning activities require manipulation or interaction with mechanical equipment, by utilizing the senses of students.

The presence of learning media in the classroom can affect the ability of students to receive learning materials, where students can learn more actively in ongoing learning. Thus, students will build their own knowledge through the media created and utilized by the teacher in the learning process. This explains that the availability of learning media is very important and influences the learning process and teachers are obliged and entitled to use the media provided. Media is a very important component in the learning process, namely helping teachers to make the learning process more effective and efficient so that it can achieve the specified goals and accelerate students' understanding (- Lie dkk., 2020; Adeleke, 2019; Adhia, 2019). The media functions not only to make it easier for teachers to convey subject matter but also to make it easier for students to capture what the teacher says. This means that the media functions not only for teachers but also for students.

In the initial research conducted by the author at MDTA AL - MUBAROAKAH that there are still many students in class IV who do not understand the laws of tajweed. That way there are still many students who do not read the Qur'an correctly (Akbari dkk., 2022; Akbay & Delibalta, 2020). Therefore, with the application of this manipulative learning media, of course, to make it easier for students to be able to think in understanding the concept of tajweed learning delivered by the teacher (Abidi dkk., 2020; Afandi, 2021; Akyeampong dkk., 2021). Thus, teachers must be creative and innovative in learning, how teachers can create interesting and fun learning methods and media to motivate students to learn tajweed.

Learning Tajweed is very important because by learning the science of tajweed, of course, we can find out about the rules and ways of reading the Qur'an as well as possible. Maintaining the recitation of the Qur'an from errors and changes and maintaining the mouth (mouth) from reading errors is the purpose of Tajweed (Abdelaliem dkk., 2022; Ahmadipour, 2022; Ainscow, 2020). Learning Tajweed is kifayah, while reading the Qur'an properly (in accordance with Tajweed) is fardhu 'Ain. Many obligatory proofs require practicing tajweed in every recitation of the Qur'an. The Quran is studied to understand the meaning or message behind the text. So to get

the meaning in accordance with the Qur'an, it is necessary to understand the qiraat and how to read the Qur'an correctly, how to read the Qur'an properly and correctly can be learned with Tajweed.

In the Qur'an letter Al-Muzammil (73): 4 which reads as follows:

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

Meaning: or more than that, and read the Qur'an slowly.

In the above verse, Allah commands the Prophet Muhammad to read the Qur'an carefully (tartil). The point is to read the Qur'an slowly, fluent reading, and feel the meaning and meaning of the verses read, so that it is memorable in the heart. The command was carried out by the Prophet Muhammad SAW, as 'Aisha narrated that the Prophet read the Qur'an with tartil. So that the surah he read became longer than ordinary reading. In relation to this verse, Al Bukhari and Muslim narrated from 'Abdullah bin Mugaffal, that he said: "I saw the Messenger of Allah on the day of the conquest of Mecca riding a camel reciting Surah al-Fath, in which he did tarji' (slow recitation with repetition)."

The author of Fathul Bayan, quoted from the official website of the Ministry of Religious Affairs, said: "What is meant by tartil is the presence of the heart when reading, not just the sound coming out of the throat with the face and mouth turned up in a song, as is the custom of Qur'an readers today. Such reading is something that people who do not understand religion do." Reading the Quran in a tartil manner contains wisdom, namely the opportunity to pay attention to the content of the verses being read. When mentioning the name of Allah, the reader will feel His majesty. Conversely, reading the Qur'an in a In a hurry or with a good song, but not understanding the meaning is an indication that the reader does not pay attention to the content contained in the verse he is reading. The virtue of learning tajweed is that tajweed is the most important and noblest science, related to the noblest and most majestic book (the Qur'an). From the description above, it can be concluded that the importance of learning tajweed science in the quality of reading the Qur'an so that students are able to read the Qur'an properly and correctly according to the rules of the law - the law of tajweed. So that way the author wants to make manipulative learning media as an effort to improve students' understanding of tajweed science teaching which will be applied in class IV MDTA AL - MUBAROKAH.

LITERATURE REVIEW

Manipulative Media

Manipulative media is media made from materials that are easy to find and cheap. This manipulative material serves to simplify difficult or difficult concepts, present relatively abstract material to be more real, explain notions or concepts more concretely. The function of this media is to increase understanding of learning materials. In the learning process, media plays an important role in learning activities, it is explained that one example of the many learning media that can be used is manipulative object media. Manipulative media has a broad meaning, such as comparing, seeing relationships and

concluding something. In line with Heddens' opinion (in Sumarni, 2016, p. 14) that manipulative media are real objects that can be held and moved by students in a lesson, thus it is expected to create a learning motivation so as to improve students' ability to think. Manipulative media has a flexible nature, meaning objects that can be moved or changed according to the needs of its users. According to Anggraeni (2011, p. 26) manipulative media is a tool with a real form and functions as a learning tool in delivering material and communicating with students so that it is easier to explain lessons. The characteristics of this manipulative learning media are as follows.

Characteristics of Manipulative Media

The characteristics contained in manipulative media are activities that require a relatively long time, which are converted into short activities (Ridafahmi, 2016, p. 56). Arsyad (2007, pp.11-14) argues that manipulative learning media is a change in form. Activities or processes that take a long time can be shortened by using manipulative media. Based on some of the explanations above, the authors conclude that manipulative media have properties that are easy to demonstrate or manipulate in conveying material in order to achieve a learning goal. apart from that manipulative media helps time in the learning process to be more effective. According to Ikhsan (2015, p. 16) learning media in the world of education cannot be fully used in the learning process, it still has disadvantages and advantages, the following disadvantages and advantages include:

Pros

1. Easy to make
2. Its use makes students active in the learning process

Disadvantages of Increases creativity

1. Makes things more concrete.
2. Conveyed through the sense of sight.
3. Limited availability
4. Makes people dependent
5. Too easy to use
6. Students focus more on manipulative objects than teacher direction.

Based on the above opinion, it can be concluded that manipulative media is not the only learning media that fully helps the learning process, there are advantages and there are also disadvantages. The advantage of manipulative media is that it is easy to use in delivering subject matter. However, there are also disadvantages of manipulative media, namely that it can make someone dependent because the media is easy to use, not challenging and students become less focused on instructions. The types and functions of manipulative media are as follows.

Types and Functions of Manipulative Media

Learning activities using the application of interesting manipulative media will be very easy for students to like, especially to increase students' understanding of tajweed learning. Of the many types of manipulative media that exist, it indirectly requires educators, especially teachers, to be smarter in choosing media that are suitable for use

in the learning process in accordance with learning objectives. That way in the learning process children do not feel pressured when they have to accept the subject matter that the teacher wants to convey, because learning is done in learning activities while playing. The types of manipulative media materials that will be used to increase students' understanding of tajweed learning include: sticks / sticks, cardboard, stropong, markers. The function of this manipulative media is as a tool used to simplify difficult problems, make abstract material material real, explain understanding or concepts more concretely to tajweed learning.

Tajweed material

Nun sukun or dead nun is a nun letter that does not have a fathah, kasrah or dhammah character, in the letter nun sukun there is only a harakat or a sukun sign. Meanwhile, tanwin etymologically is taken from the word nawwana which means to voice. In terms of terms are: "The unharmonized nun that meets the end of the isim that appears in the form of sound and when washal, not in writing and at the time of waqaf". The difference is that the nun sukun is permanent and the letter is always there and must always be read both when washal and when waqaf. Whereas what is meant by tannin is that it is still read and sounds real like nun sukun but not in the form of the letter nun but only in the form of a harakat, and is only read when washal while when waqaf it is not read tannwin but becomes the reading law of mad iwadh. The division of the letters nun sukun and tannin is divided into four types, namely;

Idzhar Halqi

Idzhar means read clearly. If the nun sukun/tanwin meets with halqiah letters then the law is called idzhar halqi, and the letters are: ha (ح), kha (خ), ain (ع), ghain (غ), ha (هـ), and hamzah (أ). As for how to read it, it must be read clearly and clearly, because the place where the sound comes out of the mouth is in the throat or esophagus. It should be read as long as two harakat, and should not be pronounced, buzzed, or disguised.

Example: فَصَّلَ لِرَبِّكَ وَأَنحَرَّ

Idgham Bi Ghunnah

Idgham means to be read in, bi ghunnah means with buzzing. There are four letters of idgham bi ghunna, namely: namely wau (و), nun (ن), ya (ي), mim (م) is read by the sound of nun sukun / tanwin is inserted into the letter after it, so that the sound of nun sukun / tanwin becomes one speech or as if it entered the letter after it by buzzing.

Example: تَبَّتْ يَدَا أَبِي لَهَبٍ وَتَبَّ

Idgham Bila Ghunnah

Bila Ghunnah means without buzzing. The way to read idgham bila ghunnah is that the nun sukun/tanwin sound is inserted into one of the letters ز or ل. completely and without buzzing.

Example: فَوَيْلٌ لِلْمُصَلِّينَ

Ikhfa Haqiqi

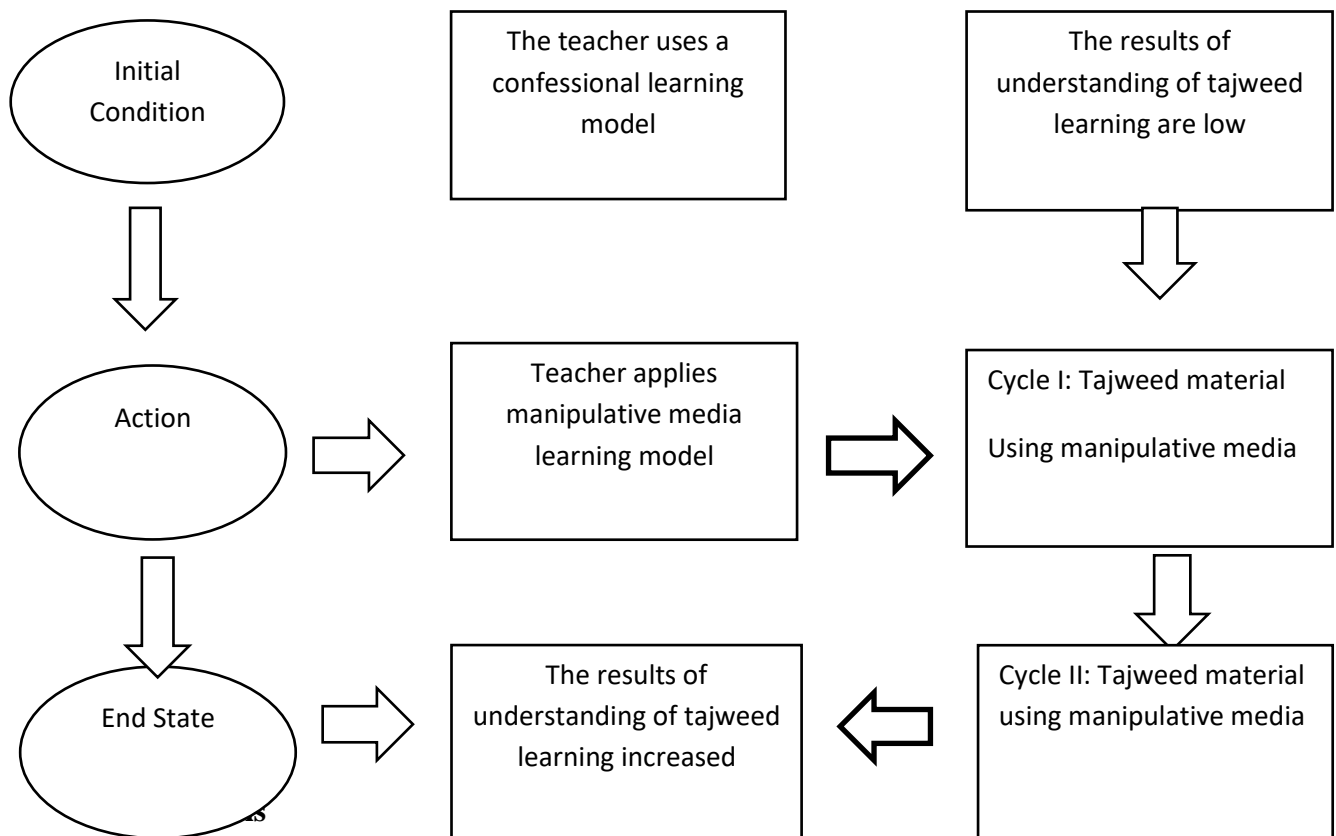
Ikhfa means faint or closed. When the nun sukun/tanwin is read against the fifteen ikhfa letters, it is called ikhfa haqiqi: kaf (ك), qaf (ق), fa' (ف), zha (ظ), tha (ط), dhad (ض), shad (ص), shin (ش), sin (س), za' (ز), dzal (ذ), dal (د), jim (ج), tsa' (ث), and ta' (ت).

Read by combining the sound of nun sukun/tanwin with a faint buzzing sound.

Example: وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ

Iqlab

In language, iqlab means turning or changing. That is, changing the sound of the nun sukun / tanwin to be like the letter mim sukun, because after the letter nun sukun / taanwin is the letter ba (ب) The way to read it is that the letter nun sukun / tanwin is inserted into the letter ba (ب) completely and is voiced by buzzing. Example: لَنْسَفَعًا بِالنَّاصِيَةِ



Based on the thinking framework above, in this class action research, the following hypothesis is proposed:

"Through the application of manipulative media, it is suspected that it can increase students' understanding of tajweed learning for class IV MDTA Al - Mubarakah.

RESEARCH METHODOLOGY

The research method used is mixed methods research design. It is a procedure for collecting, analyzing, "and mixing" quantitative and qualitative methods in a study or a series of studies to understand research problems (Cresswell & Plato Clark, 2011). The design used by researchers in conducting this research is classroom action research (PTK). Classroom action research is a research by taking certain actions to improve and improve the learning process towards a better direction so that children can get better learning outcomes. This class action research is expected to improve and improve learning activities and overcome problems that occur, especially in increasing understanding of tajweed by applying manipulative media to fourth grade students of MDTA Al - Mubarakah.

The implementation of the research will be carried out using several cycles in stages. The stages of each cycle will always be evaluated and the application of the media provided in order to be a comparison for the next cycle. The stages of research that are passed in this class action research are planning, implementation, observation, and reflection. This is in accordance with the model developed by Kemmis and Mc Tanggart which mentions four components of class action research with a cyclical model, namely planning, action, observation, and reflection. The following is a research cycle that will be carried out by researchers based on the Elliot spiral model cycle is as follows:

Elliot Spiral Research Design Scheme

Elliot Spiral Research Design Scheme

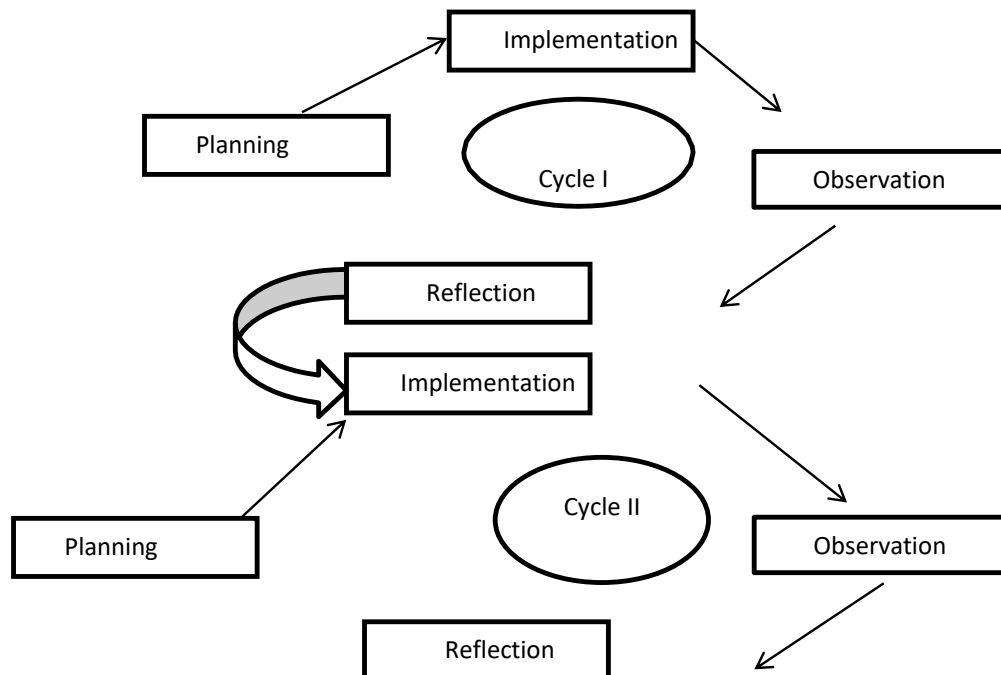


Figure.3.1Elliot's Spiral Model PTK Cycle

Action Plan

The design of classroom action research is organized using the following procedures:

Cycle I

1. Planning
 - a. Make a learning plan
 - b. Preparing materials
 - c. Prepare manipulative learning media
 - d. Prepare student activity observation sheet
2. Implementation of action (Acting)
 - a. Introduction
 - b. Core activities
 - c. Closing activities

3. Observing

Observation is carried out during the process of teaching activities by assessing the activities of student learning outcomes towards understanding tajweed learning through the application of manipulative media.

4. Reflecting

Reflection is carried out to review the results of actions, the results of observations are analyzed to take corrective actions to be taken in cycle II.

Cycle II

1. Planning
 - a) Make a learning plan
 - b) Preparing materials
 - c) Prepare manipulative learning media
 - d) Prepare student activity observation sheet
2. Implementation of action (Acting)
 - a) Introduction
 - b) Core activities
 - c) Closing activities

3. Observing

Observation is carried out during the process of teaching activities by assessing the activities of student learning outcomes towards understanding tajweed learning through the application of manipulative media.

4. Reflecting

Analyzing and making conclusions on the implementation of learning in order to improve students' understanding of tajweed learning through the application of manipulative media.

RESULT AND DISCUSSION

Based on the results of this class action research (PTK), which was conducted at MDTA AL - MUBAROKAH, this class action research (PTK) aims to help improve students' understanding of tajweed learning through the application of manipulative media. This class action research was conducted on 20 fourth grade students. So this can be described through the following data results.

Table 1 Observation Results of Cycle I Meeting

No	Criteria Child development	Can mention the kinds of letters idzhar, idgham, ikhfa iqlab		Can distinguish the reading laws of idzhar, idgham, ikhfa, iqlab	
		Number of children	%	Number of children	
1.	SM	3	10 %	6	30 %
2.	M	5	25 %	7	40 %
3.	CM	8	45 %	4	20 %
4.	KM	4	20 %	3	10 %
Total		20	100 %	20	100 %

Based on the table above, it can be seen the percentage in increasing the understanding of tajweed learning through the application of manipulative media in class IV students, at the first meeting of the first cycle. In the first aspect, namely children can mention the kinds of letters idzhar, idgham, ikhfa, and iqlab with highly improved criteria (SM) in mentioning the kinds of letters idzhar, idgham, ikhfa and iqlab as many as 3 students with a percentage of 10%, which Increased (M) as many as 5 students with a percentage of 25%, and students in the criteria increased enough (CM) as many as 8 people with a percentage of 45%, and as for students who are in the criteria less improved (KM) as many as 4 students with a percentage of 20%.

In the second aspect, namely, children can distinguish the reading laws of idzhar, idgham, ikhfa and iqlab, which greatly increased (SM) as many as 6 students with a percentage of 30%, which increased (M) as many as 7 students with a percentage of 40%, and students in the criteria increased enough (CM) as many as 4 students with a percentage of 20%, and as for students who are in the criteria less improved (KM) as many as 3 students with a percentage of 10%.

Table 2 Observation Results of the Second Meeting of Cycle I

No	Criteria Child development	Can mention the kinds of letters idzhar, idgham, ikhfa iqlab		Can mention the kinds of letters idzhar, idgham, ikhfa iqlab	
		Number of	%	Number of	

		children		children	
1.	SM	15	80%	15	80%
2.	M	5	20%	5	20%
3.	CM	0	0	0	0
4.	KM	0	0	0	0
Total		20	100 %	20	100 %

Total 20 100% 20 100%

Based on the table above, it can be seen that the percentage of improving understanding of tajweed learning through the application of manipulative media, at the second meeting of cycle 1. In the first aspect, namely children can mention the kinds of letters idzhar, idgham, ikhfa, and iqlab with criteria that are less improved (KM) and moderately improved (CM) are not found in these criteria, and the criteria that have increased (M) are 5 students with a percentage of 20%, and as for those who have greatly improved (SM) are 15 people with a percentage of 80%.

In the second aspect, namely, children can distinguish the reading laws of idzhar, idgham, ikhfa and iqlab, which are less improved (KM) and moderately improved (CM) are not found in these criteria, and the criteria that have increased (M) are 5 people with a percentage of 20%, and there are 15 people who have greatly improved (SM) with a percentage of 80%.

This shows that in cycle 1 it has reached the criteria for very improved development as expected.

Table 3 Observation Results of Meeting 3 Cycle II

No	Criteria Child development	Can mention the kinds of letters idzhar, idgham, ikhfa iqlab		Students can understand the rulings of idzhar, idgham, ikhfa, iqlab in each verse of the Qur'an.	
		Number of children	%	Number of children	%
1.	SM	5	25%	8	45%
2.	M	5	25%	6	30%
3.	CM	7	40%	4	20%
4.	KM	3	10%	2	5%
Total		20	100 %	20	100 %

Based on the table above, it can be seen that the percentage in increasing the understanding of tajweed learning through the application of manipulative media in class IV students, at the first meeting of the first cycle. In the first aspect, namely children can pronounce readings according to the legal rules of idzhar, idgham, ikhfa, iqlab with highly improved criteria (SM) as many as 5 students with a percentage of 25%, which Increased (M) as many as 5 students with a percentage of 25%, and students in the criteria increased enough (CM) as many as 7 people with a percentage of 40%, and as for students who are in the criteria less improved (KM) as many as 3 students with a percentage of 10%.

In the second aspect, namely, children can understand the laws of idzhar, idgham, ikhfa, iqlab in each fragment of the Qur'anic verse, where the criteria are greatly improved (SM) as many as students with a percentage of 45%, which increased (M) as many as 6 students with a percentage of 30%, and students in the criteria are moderately improved (CM) as many as 4 students with a percentage of 20%, and as for students who are in the criteria less improved (KM) as many as 2 students with a 5% percentage.

No	Criteria Child development	Students can recite according to the legal rules of idzhar, idgham, ikhfa, iqlab		Students can understand the rulings of idzhar, idgham, ikhfa, iqlab in each verse of the Qur'an.	
		Number of children	%	Number of children	%
1.	SM	17	85%	14	80%
2.	M	3	15%	6	20%
3.	CM	0	0	0	0
4.	KM	0	0	0	0
Total		20	100 %	20	100 %

Table 4 Observation Results of Meeting 4 Cycle II

No	Comprehension Level	Category
1.	80% - 100%	Highly Improved
2.	60% - 80%	Increased
3.	40% - 60%	Moderately Increased
4.	20% - 40%	Less Improved

Classroom action research conducted through the application of manipulative media in an effort to improve students' understanding of tajweed learning can improve the learning outcomes of class IV MDTA Al - Mubarakah students. This can be seen above, from the completeness of the learning outcomes of students in each cycle, starting from cycle I to cycle II. Judging from the results of the implementation of learning media in Cycle I that has been observed. The results of the application of manipulative media in Cycle I have reached 80% of the results obtained are effective because in Cycle I the level of understanding of students has increased, but there are few shortcomings in the application of the media. This is because there are still confused children to distinguish the reading laws of idzhar, idgham, ikhfa, and iqlab. Therefore the teacher held a reflection at the second meeting of cycle 1 to get more optimal results of applying the media. after Cycle I was completed by getting good results, the teacher continued Cycle II. But there are still a few shortcomings in cycle II, this is that there are still students who have not been able to recite according to the law of tajweed. So at the fourth meeting of cycle II the teacher conducts a re-reflection to students to get more optimal results. That way the results of Cycle II in applying manipulative media to tajweed learning have obtained results reaching 90%. So seen from the results of the teacher's ability to apply manipulative media to tajweed learning has been carried out well.

CONCLUSION

Based on the results of research conducted by researchers, it can be seen that learning tajweed through the application of manipulative media is proven to be able to improve understanding of tajweed learning in class IV students of MDTA Al - Mubarakah. This is known and proven directly during the learning process with the following data results: Judging from the results of the application of the media, Cycle I which has been observed has obtained 80% of the results obtained are effective because in Cycle I the teacher has designed the lesson plan well, but there are some shortcomings in the lesson plan. Therefore the teacher held a reflection to get more optimal learning planning results, so the teacher continued Cycle II. It turned out that there were still a few shortcomings, so the teacher held a reflection and the results in cycle II had obtained 90%. So seen from the results of the teacher's ability to apply manipulative media to well-planned tajweed learning.

Based on the analysis of data comparison in Cycle I, and II, it can be seen that there was an increase in the ability to carry out corpse management practices through practical methods in class IV MDTA Al-Mubarakah students so that the researcher concluded that the increase was obtained due to the response of very good students and enthusiasm in the implementation of tajweed learning through manipulative media.

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