

Effectiveness of Memorizing Juz Amma Santri TPQ Nurul Qur'an with Reward Strategy

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Abstract

A reward is a method used by someone to give someone appreciation for having done something right, so that someone can be more enthusiastic in doing certain tasks and more motivated in doing other things and the process is better so that someone is able to achieve the success of something he does. This research discusses giving rewards to students given by their ustadzah ustadz to reward them for what they have achieved. In its application, ustadzah ustadz can give rewards in the form of words, praise, goods, pins, grades or other things. Rewards or awards given to students can increase their self-confidence, foster motivation to learn, and develop themselves. Practically speaking, appreciation means an act of appreciation or respect. Rewards can also be called rewards that are like gifts. The right strategy will influence the learning process to continuously improve and achieve maximum results. For this reason, ustadz ustadzah always tries to motivate students to be more interested in participating in the learning process. This strategy is conceptualized in a fun way without the students feeling burdened by the demands of memorization, they will get rewards in the form of praise, words or grades according to their achievements. The purpose of this research is to determine the effectiveness of memorizing juz amma santri TPQ Nurul Qur'an and to determine the implementation of reward strategies in increasing the effectiveness of memorization. This research uses a qualitative descriptive method, namely a method used by researchers to find knowledge or theories regarding research at a certain time.

Keywords: *Memorizing Juz Amma, Reward Strategy*

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Introduction

Education is a teaching and learning process that is expected to produce changes in the behavior of students, including santri. An educator must be able to find out so that students, including santri, have high enthusiasm and motivation in learning activities. Formal learning at Al-Qur'an educational institutions with the aim of giving birth to generations who love the Al-Qur'an, as stated by saptrians, the Al-Qur'an Education Park, which is often abbreviated as TPA or TPQ, is an institution that falls into the category of institutions that teach and give birth to generations. Qur'an. (Saptrians & Kadir, 2022)

Effectiveness comes from English, namely effective, which means successful, precise or effective. The term effectiveness comes from the word effective, which means able to bring results, successful. The word effectiveness contains various meanings (semantical domains) depending on the perspective of its use. (Lubis, 2019)

A reward is a method used by someone to give someone appreciation for doing something right, so that someone can be more enthusiastic about doing certain tasks and more motivated in doing other things and the process is better so that someone is able to achieve the success of something he does. (Prasetyo, 2019) Rewards are a repressive educational technique that is encouraging, with rewards it also makes students enthusiastic about learning and makes students learn better in the future. (Indrakusuma, 1973)

Rewards or prizes function as reinforcement given by ustadz-ustadzah to student students, aimed at increasing concentration, activeness and motivation, as well as fostering students'

attitudes in a positive direction in teaching and learning activities, can be given in different ways based on the situation and conditions. occurs while learning is taking place. Rewards given by ustadz ustadz must be right on target, so that they can provide meaning for students. The rewards given must also create a pleasant and conducive atmosphere for learning. (Febianti, 2018)

Giving rewards can have a positive impact on students, namely as a motivator during the learning process, to motivate students to be enthusiastic about learning, but in practice they must remain supervised and directed, both to parents of students and educators, so that students do not make mistakes. understand that when you are studying, when you are trying to achieve something you want to achieve, it is not solely about wanting to achieve a reward.

There are many media or strategies that are presented, one of which is the reward strategy in an educational perspective. Rewards are essentially pleasant treatment received by students from their educators as the fruit of achievements and good deeds from the achievements achieved by students. (Siddik, 2006)

The application of rewards can be used as a learning strategy in controlling the development of students, the use of reward strategies in increasing the effectiveness of memorizing juz amma, especially for TPQ Nurul Qur'an students. Rewards are very important because they are one of the factors that support students' success in memorizing. Giving rewards to students can make students more enthusiastic about memorizing, if students feel happy and enthusiastic, the effectiveness of memorization will run well.

The aim of this research is to determine the effectiveness of memorizing juz amma santri TPQ Nurul Qur'an and to determine the implementation of reward strategies in increasing the effectiveness of memorization. This research also has several benefits, including creating a learning atmosphere that is fun and enjoyable, but the students do not feel burdened by rote memorization, by implementing a reward strategy for their achievements and increasing and providing motivation for the students to memorize juz amma.

Method

The method used in this research is a qualitative descriptive method, a qualitative descriptive research method is a method used by researchers to find knowledge or theories regarding research at a certain time. The method applied in this research is a qualitative descriptive method. With the aim of describing, depicting, explaining, explaining and answering in more detail the problems to be studied by studying as much as possible an individual, a group or an event. This research uses an observational approach, namely a data collection method by systematically observing and recording the facts being investigated.

Results and Discussion

Implementation of juz amma memorization activities at TPQ Nurul Qur'an

To achieve learning goals, ustadz and students must have a good relationship, and their ustadz must fully support the students' achievements. Ustadz ustadzah can also make learning activities effective and enjoyable, as well as motivate students to continue to be enthusiastic about learning. One way to make students enthusiastic about learning is by giving rewards or awards to them for their achievements.

Providing rewards is a strategy from the institution which is a method used to make students' memorization activities more effective. This strategy is usually used by religious teachers to appreciate students who achieve their memorization targets within the specified time.

Rewards or awards given to students can increase their self-confidence, foster motivation to learn, and develop themselves. Practically , appreciation means an act of appreciation or respect. Rewards can also be called rewards that are like gifts.

One institution that implements this strategy is TPQ Nurul Qur'an. In this application, a student will only get a reward if he has fulfilled the memorization requirements within the specified time. The memorization requirements are:

- a. Students get one week to memorize one letter for TPQ students volumes 1-3. Please note that students in volume 1 must memorize Surah Adh Dhuhaa (93; 11 verses), Al Insyirah (94; 8 verses), At Tin (95; 8 verses), Al Alaq (96; 19 verses), Al Qadr (97; 5 verses), Al Bayyinah (98; 8 verses), Al Zalzalah (99; 8 verses), Al 'Aadiyaat (100; 11 verses), Al Qaari'ah (101; 11 verses), At Takaatsur (102; 8 verses), Al Ashr (103; 3 verses), Al Humazah (104; 9 verses), Al Fiil (105; 5 verses), Al Quraysh (106; 4 verses), Al Maa'uun (107; 7 verses), Al Kautsar (108; 3 verses), Al Kaafiruun (109; 6 verses), An Nashr (110; 3 verses), Al Lahab (111; 5 verses), Al Ikhlash (112; 4 verses), Al Falaq (113; 5 verses). verse), An Naas (114; 6 verses). Meanwhile, for volumes 4-6, you must memorize the last half of juz Amma, namely An Naba' (78; 40 verses), An Naazi'aat (79; 46 verses), 'Abasa (80; 40 verses), At Takwiir (81; 29 verses), Al Infithaar (82; 19 verses), Al Muthaffifiin (83; 36 verses), Al Insiyiqaaq (84; 25 verses), Al Buruuj (85, 22 verses), Ath Thariq (86; 17 verses), Al A'laa (87; 19 verses), Al Ghaasyiyah (88; 26 verses), Al Fajr (89; 30 verses), Al Balad (90; 20 verses), Asy Shams (91; 15 verses), Al Lail (92 ; 21 verses).
- b. Students memorize fluently and accurately.
- c. If the memorization has not been completed within the specified time, special additional time will be given to complete the memorization after the TPQ time is over.

The reward strategy is applied to the students so that the students are disciplined in memorizing and within the specified time the students will achieve the targets that must be achieved. The reward strategy at TPQ Nurul Qur'an has been running for a long time, students are given the task of memorizing the letter from juz amma then the next day they are told to submit their memorization to their ustadzah teacher. Then carry out an evaluation by asking the students about their activities at home, whether when given a memorization task they memorize it at home.

Efforts to make juz amma memorization activities (reward strategy) effective at TPQ Nurul Qur'an

TPQ Nurul Qur'an as an educational institution based on the Qur'an tries to produce students who understand the Qur'an, understand the Qur'an, and memorize the Qur'an. Various methods were taken to make this happen, one of the efforts taken was to implement a reward strategy, this was done to discipline the students to memorize juz amma, this was done to support changes in the habits of the students, who were initially lazy about memorizing and became accustomed to memorizing. Over time, this habit will give rise to awareness that the task of memorizing from the ustadzah must be fulfilled according to the time given.

Providing rewards also has an impact on students' learning motivation. Motivation according to Dimiyati (Dimiyati, 2009) is seen as a mental impulse that moves and directs human behavior, including learning behavior. The research results show that giving rewards can have a big influence on students' learning motivation. The ustadz - ustadzah's strategy in increasing the motivation of students here is by continuously finding out how the students should learn using interesting strategies according to the situation and conditions of the students.

The right strategy will influence the learning process to continuously improve and achieve maximum results. For this reason, ustadz ustadzah always tries to motivate students to be more interested in participating in the learning process, one way is by providing educational rewards. In learning, it can be seen that when the ustadz uses the method of giving rewards in the form of pins, praise and other verbal forms, students become motivated and more active. This is in accordance with Sardiman's theory (2012: 91) that prizes are a form and way to foster motivation in learning activities. Once students are motivated and have a high enthusiasm for learning, their desire to learn will get better day by day, from there students will think about how they can get rewards like other friends, which is actually the first step to stimulate the growth of students' creativity in learning activities.

In accordance with Indonesian law, fostering students' creativity in implementing learning is the teacher's responsibility in accordance with Law of the Republic of Indonesia Number 14 of 2005, concerning teachers and lecturers, article 6 explains the position of teachers and lecturers as professional staff aimed at implementing the system. national education and realizing the goals

of national education, namely developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character and are knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Undang-Undang Republik Indonesia, 2005)

According to the head of TPQ Nurul Qur'an Ustadz Idris Avandi S.pd, said that this strategy is running smoothly, every student who reaches the memorization target will be given a reward in the form of:

- a. Providing a mark in the form of a picture (according to the student's request, can be a picture of an animal or favorite object) on the back of the student's right hand
- b. Giving a 'smiley' sticker to Juz Amma (at the end of the memorized letter)
- c. Reporting to the class group (WhatsApp application) that you have completely memorized the short letter (mention the name of the letter)
- d. Given the opportunity to lead at the front during muroja'ah (reading juz Amma together before entering each class)
- e. Giving praise and grades listed on the achievement card given to each student. He said that with this reward, the students felt a sense of motivation and a desire to memorize according to the target.

Analysis of the effectiveness of students through reward strategies at TPQ Nurul Qur'an

Making memorization activities effective has been carried out using a reward strategy, this strategy has received a positive response from the santri guardians regarding their children's progress in memorizing the Koran, including memorizing juz amma, this strategy trains the students to utilize their time, they are required to fulfill the memorization tasks given by their ustadz teachers within the limits the time given.

Teachers give appreciation in two forms, namely verbal and non-verbal.

- a. Verbal. A form of verbal appreciation can be given to students' achievements with a spontaneous action in the form of praise. Verbal rewards are expressed in words that make students feel satisfied and happy, such as "Wow, you are great!", "Smart child", "The answer is right, great ", and others.
- b. Non verbal. Forms of non-verbal appreciation can be symbols or body movements of ustadz-ustadzah when seeing student behavior, for example clapping hands, patting students' shoulders, showing thumbs up, and so on. Non-verbal awards given by teachers can also be in the form of motivational writing on students' worksheets, sticking stickers, reporting on the WhatsApp group for student guardians and giving valuable objects such as medal necklaces, star pins, and others when they have completed memorizing all the letters in Juz Amma. There are also special awards given as improvisational awards, such as giving students the opportunity to do other things if they succeed in achieving something first. This strategy is conceptualized in a fun way without the students feeling burdened by the demands of memorization, they will get rewards in the form of praise, greetings or grades according to their achievements.

Indirectly, this strategy creates habits and discipline in students in fulfilling their memorization duties, from habits that have been going on for a long time, this will create effective memorization activities.

Table of the effectiveness of students' memorization through reward strategies in TPQ Nurul Qur'an

No.	Students	Complete memorization	Rewards	Information
1	1st grade students	14 students had completely memorized it, 4 students were given additional time to complete their memorization after TPQ time was over. Percentage of memorization completeness 77.8%	<ul style="list-style-type: none"> • Draw a picture (according to the student's request, it can be a picture of a favorite animal or object) on the back of the student's right hand • Giving 'smiley' stickers to Juz Amma (at the end of the memorized letter) • Reporting to the class group (WhatsApp application) that you have completely memorized the short letter (mention the name of the letter) • Praise and grades are given on the achievement card given to each student. 	Total students 18
2	2nd grade students	21 students had completely memorized it, 2 students were given additional time to complete their memorization after TPQ time was over. Percentage of memorization completion 91.3%	<ul style="list-style-type: none"> • Draw a picture (according to the student's request, it can be a picture of a favorite animal or object) on the back of the student's right hand • Giving 'smiley' stickers to Juz Amma (at the end of the memorized letter) • Reporting to the class group (WhatsApp application) that you have completely memorized the short letter (mention the name of the letter) • Praise and grades are given on the achievement card given to each student. 	Total students 23
3	3rd grade students	17 students had completely memorized it, 4 students were given additional time to complete their memorization after TPQ time was over. Percentage of memorization completion 80.9%	<ul style="list-style-type: none"> • Draw a picture (according to the student's request, it can be a picture of a favorite animal or object) on the back of the student's right hand • Giving 'smiley' stickers to Juz Amma (at the end of the memorized letter) • Reporting to the class group (WhatsApp application) that you have completely memorized the short letter (mention the name of the letter) 	Total students 21

No.	Students	Complete memorization	Rewards	Information
			<ul style="list-style-type: none"> • Praise and grades are given on the achievement card given to each student. 	
4	4th grade students	20 students had completely memorized it, 1 student was given additional time to complete the memorization after TPQ time was over. Percentage of memorization completion 95.2%	<ul style="list-style-type: none"> • Giving 'smiley' stickers to Juz Amma (at the end of the memorized letter) • Reporting to the class group (WhatsApp application) that you have completely memorized the short letter (mention the name of the letter) • Given the opportunity to lead at the front during muroja'ah (reading juz Amma together before entering each class) • Praise and grades are given on the achievement card given to each student. 	Total students 21
5	5th grade students	19 students have completely memorized, the percentage of complete memorization is 100%	<ul style="list-style-type: none"> • Giving 'smiley' stickers to Juz Amma (at the end of the memorized letter) • Reporting to the class group (WhatsApp application) that you have completely memorized the short letter (mention the name of the letter) • Given the opportunity to lead at the front during muroja'ah (reading juz Amma together before entering each class) • Praise and grades are given on the achievement card given to each student. 	Total students 19
6	6th grade students	16 students had completely memorized it, 2 students were given additional time to complete their memorization after TPQ time was over. Percentage of memorization completion 88.9%	<ul style="list-style-type: none"> • Giving 'smiley' stickers to Juz Amma (at the end of the memorized letter) • Reporting to the class group (WhatsApp application) that you have completely memorized the short letter (mention the name of the letter) • Given the opportunity to lead at the front during muroja'ah (reading juz Amma together before entering each class) • Praise and grades are given on the achievement card given to each student. 	Total students 18

Conclusion

A reward is a method used by someone to give someone appreciation for having done something right, so that someone can be more enthusiastic in doing certain tasks and more motivated in doing other things and the process is better so that someone is able to achieve the success of something he does.

Rewards or awards given to students can increase their self-confidence, increase motivation to learn, and develop themselves. Practically speaking, appreciation means an act of appreciation or respect. Rewards can also be called rewards that are like gifts.

Reward strategies can be given in several forms, such as praise, pins, medals, goods - or they can also be in the form of grades. This can make the teaching and learning process, especially memorization activities, run effectively.

Based on the effectiveness analysis table, in volume 1 class it was stated that 77.8% of the students had completely memorized, 91.3% in volume 2 class, 80.9% in volume 3 class, 95.2% in volume 4 class, 100% in volume 5 class, 6 88.9%. Thus, it can be concluded that the strategy for memorizing juz Amma in the TPQ Nurul Qur'an that is currently being used, namely the reward strategy, is effectively used to increase memorization of juz Amma among students.

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