

APPLICATION OF CONSTRUCTIVISM THEORY IN QURAN MEMORIZATION LEARNING: A STUDY OF EDUCATION AT THE BAYT TAHFIDZ AN-NAFISA ALI MAKSUM ISLAMIC BOARDING SCHOOL

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Abstract

This study aims to determine the process of learning to memorize the Qur'an and the theory used at Bayt Tahfidz An-Nafisa Islamic boarding school Ali Maksum. This research was written based on the importance of a constructivist approach that demands active students. The research method used is descriptive qualitative by conducting observation and interviews. The results of this study show that the theory used in learning to memorize the Qur'an at Bayt Tahfidz is constructivist theory. Constructivist learning theory understands learning as a process of knowledge formation by the students themselves. In the process of learning to memorize the Qur'an at Bayt Tahfidz, the tashih and takrir methods are used. In the tashih method, the students submit their memorization to nyai, ustadz, and ustadzah. While in the takrir method, the students repeat the memorization that has been submitted to maintain their memorization. Students at Bayt Tahfidz build and develop their memorization by reading and memorizing the Qur'an on their own, then submitting their memorization to the teachers. They used memorization methods based on their own experiences, demonstrating that constructivist theory can be successfully applied to learning to memorize the Qur'an.

Keywords: Constructivist Theory, Islamic Boarding School, Qur'an Memorization Learning.



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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character, and the skills needed by themselves, the community, the nation, and the state (Rahmat, 2018). According to Ki Hajar Dewantara, education is an effort to promote the growth of character (inner strength and personality), mind (intellect), and children's growth to advance the lives of students in harmony with their world. So, the conclusion of the definition of education is that education is an effort made to create students who are active in developing their potential.

Education is also one of the most urgent needs. This activity began with the existence of the first humans in the world until the end of life. In fact, the concept of education has been exemplified since the creation of the first human being created by God, namely Prophet Adam. Islam is the most dominant religion in Indonesia, so it is not an exaggeration that Islamic education has become one of the main topics studied by academics and scholars. Islamic education does not only provide intellectual knowledge, but also prioritizes social skills. Therefore, in Islamic education, learning and teaching theories are needed in the application of teaching and learning activities, especially in learning the Qur'an.

In the process of learning the Qur'an at Islamic boarding schools, students face several problems because they must have the same understanding of what is taught by the teachers. When memorizing, students face strict rules and are required to be disciplined. The learning process requires a theory that can be applied to students in the process of memorizing the Qur'an in order to facilitate their acceptance and understanding of the Qur'anic learning material, and also to make it easier for teachers to see the progress of the students' understanding (Arham et al., 2022).

Research conducted by Rijal Arham, et al., entitled "Application of Constructivist Theory in Al-Qur'an Hadith" in 2022 explains that the application of constructivist learning theory in Al-Qur'an Hadith subjects has been implemented, albeit in a simple manner, and has been able to make students active. The difference between that research and this research is in the application of constructivism theory. This study examines constructivist theory in the learning of Qur'an memorization. Therefore, this study will explain in depth the relationship between constructivism and memorization, which has not been widely researched.

Learning is very important in human life. As long as humans live on this earth, they will continue to learn. According to Thursan Hakim, learning is defined as a process of change in human personality that is demonstrated in the form of an increase in the quality and quantity of behavior, such as an increase in skills, knowledge, attitudes, habits, understanding, abilities, thinking skills, and other abilities.

Learning theory is a reference used in learning. Learning theory is a process of behavioral change as a result of experience or experimentation (Pitchard, 2009). Learning theory is also referred to as the steps of learning application that will be applied by teachers to their students. Learning theory is very important in the teaching and learning process. This is because learning theory determines how the learning process takes place. Learning theories also make it easier for teachers to impart understanding to their students. According to Winfred F. Hill (1990), learning theories have several main functions, namely as guidelines and sources of stimulation for further scientific research and thinking, and as a means of summarizing a large body of knowledge about the laws of learning into a relatively small space (Hamruni et al., 2021). Therefore, before designing a lesson, teachers must master the learning theories that will be used in the learning process.

Constructivism views learning as constructing meaning from information and inputs that enter the brain. This type of constructive learning is often used to describe the kind of learning that occurs during scientific discovery and creative problem solving in everyday life. This theory also views learners as individuals who constantly examine new information that contradicts existing principles and revise those principles when they are deemed no longer applicable. This

■ implies that learners must be actively involved in learning activities. According to Moshman Fowler (1997), learning is viewed as a process of knowledge construction by learners based on their existing experiences. This theory focuses on individuals' internal construction of knowledge.

RESEARCH METHOD

Research Design

The research was conducted using a qualitative approach. The qualitative research procedure was descriptive of the observed behavior (Tanzeh, 2004). The type of research used is descriptive qualitative, which is research that describes in depth the behavior or phenomena observed. This research was conducted at the Bayt Tahfidz An-Nafisa Ali Maksum Islamic boarding school through observation carried out inside and outside the boarding school premises. Interviews lasting 20 minutes were then conducted with the secretary of the boarding school complex of Bayt Tahfidz An-Nafisa.

Research Target/Subject

The subject of this study is the secretary of the Bayt Tahfidz An-Nafisa Complex, Ali Maksum Islamic boarding school, who has direct access to and knowledge of the process of learning to memorize the Qur'an and is relevant to the research objectives. The object of this study is the process of learning to memorize the Qur'an and the learning theory applied in Islamic schools.

Research Procedure

The collection method is a way to collect data (Sugiyono, 2011). Data collection used in this study includes observation, documentation, and interviews. In this activity, researchers were directly involved in observing behaviors and activities relevant to the research focus, conducting observations both inside and outside the Islamic boarding school area, and interviewing the boarding school secretary to understand their views, experiences, and practices in the process of memorizing the Qur'an.

Instruments, and Data Collection Techniques

The data collection used in this study included observation, documentation, and interviews. Observations were conducted inside and outside the Ali Maksum Islamic boarding school. Documentation was carried out by collecting data in the form of journals, books, research results, and other documents that could be used in this study. Documentation is the search for data, references, meeting notes, and so on (Arikunto, 2006). Interviews were conducted for 20 minutes with the boarding school secretary from the Bayt Tahfidz An-Nafisa complex.

The essence of qualitative research is to observe people in their living environment interacting with them, trying to understand their language and interpretations of the world around them, approaching or interacting with people related to the focus of the research with the aim of trying to understand, explore their views and experiences to obtain the necessary information or data.

Data Analysis Technique

Data analysis was conducted qualitatively, namely by examining, understanding, and interpreting data from observations, interviews, and documentation. Qualitative research is used when the problem is not yet clear, to discover hidden meanings, to understand social interactions, to develop theories, to verify data, and to examine historical developments. This study aims to understand and interpret various phenomena that exist or occur in reality as a characteristic of

qualitative research. In this case, it analyzes how the process of memorizing the Qur'an is carried out and what theory is used by the Ali Maksum Islamic boarding school. Therefore, the researcher uses a descriptive qualitative research method. Data analysis techniques include the process of reducing data, presenting data systematically, and systematically summarizing findings in the field (Sugiyono, 2021).

Research on the analysis of the process of learning to memorize the Qur'an and the theories used is very relevant to qualitative research because it meets the characteristics of qualitative research, especially in terms of in-depth data disclosure through interviews, observations, and document reviews of what the informants did, the process of learning to memorize the Qur'an, and the theories used by the Ali Maksum Islamic boarding school.

RESULTS AND DISCUSSION

1. Learning Theory and Learning

According to the Big Indonesian Dictionary, learning is the act of acquiring knowledge or science. A person can be said to be learning when there is a process of activity that results in a change in behavior in that person (Nurfadillah et al., 2024). Learning is a process or activity to acquire knowledge, improve skills, improve behavior, attitude, and strengthen personality. Learning is said to be successful if a person can repeat what they have learned.

Teaching and learning is a process that involves students, educators, materials, classrooms, and others. Teaching and learning can be described as an activity to educate students. According to Munif Chatib in Ade Mikael Ardhana, teaching and learning is a two-way transfer of knowledge between teachers as information providers and students as information recipients (Ketaren et al., 2021). According to Slavin, teaching and learning is defined as changes in individual behavior caused by experience (Ahmad et al., 2021). Meanwhile, according to Mulyasa, learning is a process of interaction between students and their environment, resulting in behavioral changes for the better. From the definitions of these experts, we can conclude that learning is a process of knowledge transfer through teaching and learning activities involving teachers and students that can change a person's behavior for the better.

Therefore, learning does not necessarily have to be carried out by students and someone with the status of a teacher, but learning also occurs when there is change as the goal of the process of giving and receiving knowledge, skills, and attitudes carried out by anyone, whether teachers with students, parents with children, children with children, people with animals, and so on. Learning can be done anywhere, for example, in museums, libraries, schools, or recreational places. The Qur'an explains that there are three pairs of learning processes, namely humans with their God, humans with animals, and humans with humans.

In the learning process, teachers certainly use/apply learning theories. Learning theory is a process of behavioral change as a result of experience or experimentation (Pitchard, 2009). Before teaching, teachers must determine the learning theory to be applied to their students so that the teaching and learning process is more effective and efficient. According to gramedia.com, there are four commonly used learning theories, namely behavioristic theory, cognitive theory, constructivist theory, and humanistic theory (Widiastuty, 2021). However, in the process of learning to memorize verses from the Qur'an, teachers often use or apply constructivist theory to their students. Therefore, this article will focus on constructivist theory.

2. Constructivist Learning Theory

Constructivism is based on the idea that knowledge is not something given by nature as a result of human contact with nature, but rather knowledge is the result of active human construction. Knowledge is not a replica of reality. Knowledge is not a representation

of the existing real world. Knowledge is always the result of a cognitive construction of reality through a person's activities. It forms the schemas, categories, concepts, and knowledge structures necessary for knowledge (Bettencourt, 1989 in Suparno, 1997: 18).

This learning theory argues that a person learns or acquires knowledge from the construction of the information they receive. Existing knowledge is built/constructed on top of new knowledge acquired by students. In other words, it is like the construction of a skyscraper, which continues to develop from stage to stage. Shymansky says that constructivism is an active activity, in which students build their own knowledge, seek meaning from what they learn, and are a process of completing new concepts and ideas with their existing framework of thinking (Kusuma et al., 2023). Based on the above expert opinion, it can be understood that constructivism is a way to activate students by giving them the widest possible scope to understand what they have learned by applying the concepts they know and then implementing or applying them in their daily lives.

The characteristics of this learning theory emphasize the development of active, creative, and productive self-understanding based on prior knowledge and experience. This theory also gives students the freedom to discover their own desires or needs, with the help of teachers. Constructivism is the basis for contextual thinking, where knowledge is built up little by little, and the results are expanded through a limited (narrow) context rather than suddenly. (Haryanto Suyono, 2010).

Constructivist learning emphasizes active learning in constructing knowledge based on interactions in learning experiences (facilitated learning). Constructivist learning views learning as a facilitator, and/or learning is also involved in the learning process, the process of knowledge construction. David Jonassen (1999), quoted by Reigueluth, argues that constructive learning originates from the constructivist philosophical school of thought, which emphasizes the construction of individual knowledge and social contracts through interpretive learning and life experiences.

3. Analysis of the Learning Process and Constructivist Theory in Memorizing the Qur'an at Bayt Tahfidz An-Nafisa Ali Maksum Islamic Boarding School

Based on the results of observations at Bayt Tahfidz An-Nafisa Islamic boarding school Ali Maksum regarding the application of constructivist methods in learning to memorize the Qur'an, the first hour of activities began with congregational tahajud prayers led by Mrs. Nyai Hj. Nafisa, followed by the first memorization assignment of two pages to Mrs. Nyai Hj. Nafisa. After that, the second memorization recitation to Ustadzah continues. The method used in memorization learning in the first hour is verification (*Tashih*/recitation).

This research involved several steps. At the beginning of the first hour of learning, the students lined up in a semicircle around Mrs. Nyai to recite two pages of the Qur'an. After submitting to Mrs. Nyai, the students then lined up to make their next submission to the Ustadzah for two pages. In this memorization submission, the pages submitted to Mrs. Nyai and the Ustadzah were flexible, meaning they could be the same or different. In the next activity, which was carried out after the dawn prayer, the students made another memorization submission to the Ustadz for two pages. In this activity, students are required to recite new memorization. New memorization means that students must have at least one page of new memorization or memorization that has never been recited to the teacher. This activity is carried out until 6 a.m. and ends with a group prayer.

The next activity after the break is to start the second hour by submitting five pages of memorization to the female teacher. After the memorization submission activity, the students pair up to do *takrir*. *Takrir* is repeating the memorization or reciting the memorization that has been memorized or submitted to the teacher together with a partner

(study buddy) in order to remember the recitations of the Qur'an that have been memorized. This method is done in groups or pairs.

Based on an interview with Elfina Indah Cahyaningsih, secretary of the Bayt Tahfidz boarding school, and observations made on December 31, 2022, the students are also personal assistants to Mrs. Nyai Hj. Durroh Nafisah. stated that the process of learning to memorize the Qur'an at Bayt Tahfidz An-Nafisa uses the *tashih/setor* method and the *takrir* method. In the *tashih* or *setor* method, the students recite their memorization to Nyai, Ustad, and Ustadzah, while in the *takrir* method, the students repeat what they have memorized or recite what they have memorized to Ustadzah together with their partner (their recitation friend) so that they will remember the recitations of the Qur'an that they have memorized. This method is carried out in groups or pairs.

In perfecting their memorization, involvement with others provides opportunities for students to evaluate and improve their memorization. In the *takrir* method itself, cooperative strategies in learning to memorize the Qur'an are very much needed, especially in elaborating memorization through reading and listening in pairs with study partners. Pair reading will greatly help teachers and students when performing *tasmi/tashih* (reciting memorization) to the teacher (ustadzah). After that, students are free to do their respective activities.

In the process of learning to memorize the Qur'an at Bayt Tahfidz, the constructivist learning theory is correctly applied, as evidenced in the activities of memorizing the Qur'an and the *takrir* method. In memorizing the Qur'an, students learn independently to build new memorization based on the most efficient experience for each student. For example, one student may memorize efficiently when listening to the recitation of Qur'anic verses. The *takrir* method is intended to perfect the memorization that has been formed by each student in pairs or groups. The *takrir* method is a way to transfer information from short-term memory to long-term memory through repetition (rehearsal or *takrir*) and is one of the methods used in memorizing the Qur'an. This method greatly helps students evaluate and improve their memorization.

In the process of learning to memorize the Qur'an at Bayt Tahfidz An-Nafisa, students build and add to their own knowledge based on their individual experiences. In this case, students become actively involved and are the center of learning activities in the classroom. Slavin, 1994 (in Baharuddin, 2015:165) states that "in the learning and teaching process, students must be actively involved and become the center of learning and teaching activities in the classroom." Robbert E. Slavin, 1997, states that "the intellectual development of students can only be understood in the context of their cultural and historical experiences, and the intellectual development of students depends on a culturally created system of signs to help them think, communicate, and solve problems." This reinforces that the memorization of the Qur'an at Bayt Tahfidz An-Nafisa applies constructivist theory in its learning process.

The implications of applying constructivism theory in the process of memorizing the Qur'an include learning that is no longer centered on the teacher, but rather the students become more active in managing their memorization strategies, listening, and repeating based on their own learning experiences. This has encouraged independence in learning among students. Recommendations for further research include developing other tahfidz learning models related to constructivist theory and examining the effectiveness of the *takrir* method using a constructivist approach.

CONCLUSION

Based on the results of the above analysis, it can be concluded that learning is a process or activity to acquire knowledge, improve skills, improve behavior and attitudes, and strengthen personality. In learning to memorize the Qur'an at Bayt Tahfidz An-Nafisa Ali Maksum Islamic

Boarding School, the theory used is constructivism, which views students as capable of building knowledge independently. The process of memorizing the Qur'an is carried out through two methods, namely Tashih and Takrir, which aim to maintain and strengthen the memorization that has been memorized or submitted.

This study shows that the tashih and takrir methods are not only memorization methods, but also a form of constructivist learning implementation, which greatly helps students in evaluating their memorization. However, this study only examined the tashih and takrir methods. Recommendations for further research include developing other tahfidz learning models related to constructivist theory and examining the effectiveness of the takrir method with a constructivist approach.

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Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Visuali-zation; Data curation; In-vestigation.

Author 3: Data curation; Investigation, Writing

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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