

**APPLICATION OF MAHFUDZAT METHOD:
FIELD RESEARCH, TEST RESULTS OF TEACHING LEARNING
PROCESS AT MAN MODEL BOJONEGORO**

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Abstract

This action research is intended to improve learning outcomes by memorization or mahfudzat. It aims specifically at describing the ability of teachers in managing learning with mahfudzat method on Geography of class X IPS Unggulan 2 MAN 1 Model Bojonegoro, academic year of 2016/2017. This research is a classroom action research, because it comes from the problems of teachers who teach in the classroom and take action to overcome the problems in the classroom, with the type of quantitative methods. The results of this research reveal that the ability of teachers in managing learning by applying the method of mahfudzat in the lesson of Geography can improve the learning outcomes of the students of class X IPS Unggulan 2 MAN 1 Model Bojonegoro academic year 2016/2017.

Keywords: Learning Method, Mahfudzat, Learning Outcomes

ملخص

يهدف هذا البحث الإجرائي على سبيل العموم إلى ترقية نتائج التعلم باستخدام طريقة حفظ المحفوظات، وعلى سبيل الخصوص لتصوير قدرة المدرس في إدارة التعليم باستخدام طريقة حفظ المحفوظات في مادة الجغرافية، حيث يستطيع أن ينمي نتائج تعلم الطلبة من فصل إيكس قسم العلوم الاجتماعية

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النموذجي الثاني بالمدرسة الثانوية الحكومية الأولى النموذجية ببوجونيجورو سنة دراسية 2016/2017. هذا البحث من نوع البحث الإجمالي للفصل، وذلك لأنه يأتي من مشكلات المدرس الذي يدرس في الفصل ويقوم بإجراء العمل لحل المشكلة في الفصل، وهو من البحث الكمي. ومن نتائج تحليل هذا البحث هي: أن قدرة المدرس في إدارة التعليم باستخدام طريقة حفظ المحفوظات في مادة جغرافية تستطيع أن تنمي نتائج تعلم الطلبة في فصل يكس قسم العلوم الاجتماعية النموذجي الثاني بالمدرسة الثانوية الحكومية الأولى النموذجية ببوجونيجورو سنة دراسية 2016/2017. مفتاح الكلمات: طريقة التعليم، حفظ المحفوظات، نتائج التعلم

Abstrack

Penelitian tindakan ini mempunyai tujuan secara umum adalah untuk meningkatkan hasil belajar dengan metode hapalan atau mahfudzat dan secara khusus untuk mendiskripsikan kemampuan guru dalam mengelola pembelajaran dengan metode mahfudzat pada materi pengertian geografi dapat meningkatkan hasil belajar siswa kelas X IPS unggulan 2 MAN 1 Model Bojonegoro tahun pelajaran 2016/2017. Penelitian ini merupakan penelitian tindakan kelas, karena berasal dari permasalahan guru yang mengajar di dalam kelas dan melakukan tindakan untuk mengatasi permasalahan di kelas, dengan jenis metode Kuantitatif. Hasil analisis data penelitian ini adalah; Kemampuan guru dalam mengelola pembelajaran dengan penerapan metode mahfudzat pada pelajaran Geografi dapat meningkatkan hasil belajar siswa kelas X IPS unggulan 2 MAN 1 Model Bojonegoro tahun pelajaran 2016/2017.

Kata Kunci: Metode Pembelajaran, Mahfudzat, Hasil Belajar

Introduction

In the process of teaching and learning, a teacher has a style in delivering lessons in the form of teaching methods that vary. The aim is that students are not bored get maximum results. Ramsden stated that:

Several conditions of instruction have been shown to promote a deep approach, including interest in and background knowledge of the subject, use of teaching methods that foster active and long-term engagement with learning tasks, and assessment that emphasizes conceptual understanding as opposed to recall or the application of routine procedural knowledge.¹

This means that in learning process, interests and background knowledge of students must be considered, as well as the use of active teaching methods, and long-term involvement with learning tasks.

Learning methods are techniques or ways used by teachers in delivering learning materials to learners in the classroom. The techniques or ways teachers use determine the success of the learning process. Methods of learning are many, and a teacher is not allowed at random to determine the method of learning.

According to Slamento in the book of Zaenal Akib, there are several considerations that must be done by teachers in the selection of learning methods:

1. Teaching objectives are behaviors that are expected to be shown by learners after the teaching-learning process.

¹ Ramsden, P., *Learning to Teach in Higher Education*, 2nd ed., London: Taylor and Francis, Inc., 2003.

2. Teaching materials are materials presented in teaching in the form of facts that require different methods to teach the material in the forms of concept, procedural or rules.
3. Large class or number of classes that the number of students who follow the lesson in the class in question.

In the process of learning if a teacher uses one method of teaching, students should get maximum results cognitively especially.² This also applies to students majoring in social studies.

Students majoring in social studies are having the following characteristics: confidence, not shy to appear, talkative, easy to get along, high social sense, high memory, fast to memorize or remember something, while the characteristics of IPS lessons is an integration of some science. From the fact, IPS students should be given geography subjects and teachers use the certain method of teaching and learning process to get the

² In this case the researchers actually cite opinions from some figures related to the theory of development (of course in learning), namely, *The constructivist view of learning is reflected in the developmental theories of Piaget* [Piaget, J., *The Psychology of the Child*, New York: Basic Books, 1972], Dewey [Dewey, J., *How We Think*, Mineola, New York: Dover, 1997 (reproduction of the 1910 work published by D.C. Heath)], Bruner [Bruner, J.S., "The Act of Discovery," *Harvard Educational Review*, Vol. 31, No. 1, 1961], and Vygotsky [Vygotsky, L.S., *Mind in Society*, Cambridge, MA: Harvard University Press, 1978], among others. It means that with regard to cognitive problems, there is an interesting theory that is related to cognitive constructivism, which mainly comes from Piaget's work, the individual's reaction to experience leads to learning. In social constructivism, the main supporter is Vygotsky, that Master-plays a major role in the construction of the meaning of experience. In cognitive constructivism, which originated primarily in the work of Piaget, an individual's reactions to experiences lead to (or fail to lead to) learning. In social constructivism, whose principal proponent is Vygotsky, language and interactions with others—family, peers, teachers—play a primary role in the construction of meaning from experience. Meaning is not simply constructed, it is co-constructed.

maximum scores when given cognitive tests.³ However, many students majoring in social studies have not yielded maximum results.

From the above problems the teacher in the classroom tried one particular method known as the method of memorization and applied to the class X students majoring in social studies, academic year 2016/2017

Memorization Method (Mahfudzat)

The method is used to realize the strategy that has been chosen, and the success of strategy implementation is very dependent on the way teachers use learning methods, because a learning strategy may only be implemented through the use of learning methods.⁴

There are various types of learning methods, including lectures, demonstrations, experiments, discussions, practice, incidents, field trips, insertions, chasing peers, problem solving,

³ This is then referred to as achievement, its analysis; In *Kamus Besar Bahasa Indonesia* achievement is the result that is done and so on. See, Pusat Bahana Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2007), 591. According to Tulus Tu'u "Prestasi adalah penguasaan pengetahuan atau ketrampilan yang dikembangkan oleh mata pelajaran, lazimnya ditunjukkan dengan nilai tes angka nilai yang diberikan oleh guru." See, Tulus Tu'u, *Peran Disiplin pada Perilaku dan Prestasi Siswa* (Jakarta: Grasindo, 2004), 75. Meanwhile, according to Nana Syaodih Sukmadinata "Prestasi atau hasil belajar (achievement) merupakan realisasi atau pemekaran dari kecakapan-kecakapan potensial atau kapasitas yang dimiliki seseorang". Lihat, Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: PT Remaja Rosdakarya, 2005), 102.

⁴ The word *method* comes from English word which means way. Methods are the right and quick way to do things. In addition Zuhairi also revealed that the method comes from the Greek (Greeka) that is from the word "metha" and "hodos". Metha means through, while the word hodos means the way that must be traversed or skipped to achieve a certain goal.

practicum, poster, *mahfudzat*, *jarimatika*, *qowaid*, silent demonstrations, to deliver material to students. Sumadi Suryabrata explained there are three methods of learning commonly used by the method of memorization, namely:

Pertama; Metode Keseluruhan (Ganzelern Method) / metode G, yaitu metode menghafal dengan mengulang-ulang dari awal sampai akhir. Kedua; Metode Bagian (Teillern Method)/ metode T, yaitu menghafal sebagian demi sebagian. Dan Ketiga; Metode Campuran (VermitteLendern Method)/ metode V, yaitu menghafal bagian-bagian yang sukar dahulu, selanjutnya dengan metode keseluruhan.⁵

The method of memorization or *mahfudzat* also has an understanding that is; "How to present the subject matter by telling the learner to memorize the sentences, poems, stories, words of *hikam* and others that are interesting. In this instance, Tayar Yusuf stated that:

Metode hafalan atau metode mahfudhot adalah cara menyajikan materi pelajaran dengan menyuruh siswa untuk menghafal kalimat-kalimat berupa ayat-ayat Al-Qur'an, hadits, syair, cerita, kata-kata hikmah dan lain-lain yang menarik hati.⁶

⁵ Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: CV. Rajawali, 1987), 100. The memorization or *mahfudzat* method is the learning activity of the students by memorizing a certain text under the supervision and supervision of a teacher of the students in order to memorize.

⁶ To memorize comes from the word *ظفح -ظفي -ظفح* which means keeping, nurturing and protecting. In the Indonesian dictionary the word memorize comes from the memorized word which means it has entered into memory of the lesson or can utter outside the head without looking at a book or other note. Then get a prefix to be memorized which means trying to get into mind to remember. Memorizing words can also be called memory. Where to learn it then brings someone to cognitive psychology, especially to humans as information processors. Briefly, memory passes through three processes: recording, storage and calling. See, Yusuf and Syaiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab* (Jakarta: PT Raja Grafindo Persada, 1997), Ed. Pertama, Cet. Kedua, 205.

Furthermore, the purpose of memorizing methods is;

1. Developing the fantasy power of learners and train the memory.
2. Training discipline.
3. Enriching vocabulary.
4. Training students to be well-spoken, beautiful words, to attract hearing.
5. Training memories.

The methods of teaching mahfudzat include:

1. Holding pre-test
2. Materials should be done in accordance with the ability and development of students
3. Mahfudzat material or memorization is to attract the heart and can encourage high spirit of dedication.
4. Writing down the memorized material on the board and read it together to make it long lasting.
5. Frequently doing memorizing.

Techniques of memorization or mahfudzat include the following:⁷

1. The teacher reads a memorized text on the board, after writing it on the board first, then followed by all the learners together. Then the teacher tests each learner about his memorization in front of the class.
2. Read mahfudzat many times until they can memorize correctly.

Learning by the method of memorization or mahfudzat is a method that is easy, cheap and has a very maximum results,

⁷ Techniques are specific activities that are implemented in the classroom in line with the chosen method and approach. This technique is operational- implementative. see, Asyrofi Syamsuddin, et.al, *Metodologi Pembelajaran Bahasa Arab* (Yogyakarta: Pokja Akademik, 2006), 83.

especially coupled with a donkey bridge system.⁸ The donkey bridge system is a tool for easily remembering lessons, the donkey bridge is also called acrostic or mnemonic.⁹ An acrostic or donkey bridge is usually used for the creation of poetry, but this time the researcher attempted to apply to a teaching method with memorization or mahfudzat system. The example of making a donkey-shaped bridge is:

1. Take the first letter or the leading syllable of a word

Example; MEJIKUHIBINIU

⁸ The use of donkey bridges is based on the assumption that the human brain consists of two types, "natural" memories and "artificial" memories. ME-JI-KU-HI-BI-NI-U, is a mantra to memorize the sequence of rainbow / color names, namely MErah, Jingga, KUning, HIjau, BIRu, NIlA and Purple. The mantra in the learning method is called Mnemonic, which in Indonesian tradition is called the Donkey Bridge. Why is it called the Donkey Bridge? The so-called donkey is known by the general public is a stupid animal and has never learned from mistakes or carelessness before. Until in one case, that the donkey was depicted, if slipped into a hole then the next day he too could fall into the same place. To help a stupid ass we have to make a bridge so, the donkey does not fall on the same hole. So in the saying proverb, "do not be like a donkey, which can fall on the same hole". This may be a saying, it may be just a proverb, whether the ass is so stupid as to not want to learn from the previous mistake, the researcher feels the next research needs to be done. It's just that in this paper, researchers take proverbs that are commonplace and growing in the community and then try to take this system in IPS learning. In the context of IPS learning, Donkey Bridge is a tool for the memory of the brain (donkey) students easily remember the material that has been given the teacher or who has learned it himself. To memorize a material that is too much history and need a strong memory, but due to limited memory and laziness, this donkey bridge (the brain) can be used as a helper given the material. Learning by using donkey bridges is not much different from learning to use concept maps. The donkey bridge or concept map basically helps the brain to remember easily. In essence, the human brain always remembers events, words, sentences that have meaning or impression. Any meaningful must be memorable and any memorable will be hard to forget.

⁹ Acrostic comes from Greek, *akrostichis* comes from French language which means the poem with the initial letter of the line composing a word or sentence.

2. Create associated meaning that we make ourselves according to our tastes but it has meaning.

Example; for the names of planets, Mercury, Venus, earth, Mars, Jupiter, Saturn, Uranus, Neptune becomes main-volly-ball-membuat-jantung-sehat-untuk-nenek.

3. Make it as you like but meaningful in making the donkey bridge, each person can make with their respective preferences.

Making a donkey bridge on the method of memorization is to simplify the method of the memorization itself to be easy for students to do, so as to get the maximum results cognitively.

Research method

This research is a classroom action research,¹⁰ as it attempts to improve the plans and learning process of the problems that teachers have discovered. Meanwhile, the objects in

¹⁰ PTK is a research that the root of the problem appears in the classroom and faced by the teacher. Understanding the class is not just a classroom but all things related to a number of students who are learning so that the problems that arise in the classroom relate to all the determinants of learning such as curriculum as input instrumental, management as a management both academic and non-academic, students as input, teachers as planners as well as implementers and evaluators, facilities, and environment both informal, formal, and nonformal. With the efforts of teachers to improve things related to the actualization of the learning process then PTK become an arena to improve teacher's professionalism. PTK is also a place for teachers to create innovations in an effort to solve problems in the classroom. However, the intervention of action should be in the context of the integrity of the learning activity. Simply put, the TOD can be defined as a self-directed, reflective, controlled, self-directed investigative process undertaken by teachers / prospective teachers with a view to making improvements to the system, workings, processes, content, competencies, or learning situations. See, Suharsimi, Suhardjono and Supardin *Penelitian Tindakan Kelas* (Jakarta: PT. Bumi Aksara, 2006). See also, Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2011).

this study were all students of MAN 1 Model Bojonegoro academic year 2016/2017 with the total number of 1022 consisting of: class X = 361 students, class XI = 343 students, class XII = 318 students. Because of the limited time, it is not possible to conduct research to all of them. Therefore, sample was taken. Limas Dodi in book *Metodologi Penelitian* stated that:

*Sampel adalah sebagian atau wakil populasi yang diteliti. Dinamakan penelitian sampel, apabila kita bermaksud untuk meng-generalisasikan hasil penelitian sampel. Yang dimaksud dengan menggeneralisasikan adalah mengangkat kesimpulan penelitian sebagai sesuatu yang berlaku bagi populasi. Apa yang dipelajari dari sampel itu, kesimpulannya akan dapat diberlakukan untuk populasi.*¹¹

The sample of the research is class X IPS Unggulan 2 with 32 students (which then researchers call the research population). This research was conducted in July 2016 until August 2016 in MAN 1 Model Bojonegoro.

In his book entitled *Penelitian Tindakan Kelas*, Dasna defines:

PTK merupakan ragam penelitian pembelajaran yang berkonteks kelas yang dilaksanakan oleh guru untuk memecahkan masalah-masalah pembelajaran yang dihadapi oleh guru, memperbaiki mutu dan hasil pembelajaran, dan mencobakan hal-hal baru di bidang pembelajaran demi

¹¹ Therefore, the samples taken from the population must be truly representative. So the samples can be said to be a small part of the population members taken according to certain procedures so as to represent the population. Some of the most appropriate sample members used in the study? The answer depends on the level of accuracy or error desired. The level of accuracy or belief desired often depends on the source of funds, time and effort available. Then the big error rate will be the smaller the number of samples required, and vice versa. See, Limas Dodi, *Metodologi Penelitian, Science Method, Metode Tradisional dan Natural Setting, Berikut Tahnik Penulisan* (Yogyakarta: Pustaka Ilmu, 2015), 132-134.

peningkatan mutu dan hasil pembelajaran, maka jenis penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK) jenis collaboratif.¹²

The procedure of this research is spiral cycle consisting of 1) Planning, 2) Giving action, 3) Observation and 4) Reflection, So that data can be collected to answer research problem.¹³ That is:

Cycle 1

a. In the action plan stage the researcher performs:

- 1) Preparation of learning plans and student activity sheets given to students to be done during the learning.
- 2) Design of learning instruments that include making the format of observations on the implementation of the action consisting of: Observation sheet of teacher activities, observation sheet of student activities at the time of memorization, and making test.

b. Implementation of the action

The implementation of the actions undertaken by researcher is to apply "mahfutzat learning method" The learning process is tailored to the lesson plans that have been made, held informative and there is interaction between

¹² Dasna, *Penelitian Tindakan Kelas* (Malang: Badan Penyelenggara Sertifikasi Guru Universitas Negeri Malang, 2008), 25. Classroom action research is derived from classroom action Research, which means research done on a class to know the effect of actions applied to a subject research in the class. First class action research was introduced by the American social psychologist Kurt Lewin in 1946, which was further developed by Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt and others. Trianto, *Panduan Lengkap Penelitian Tindakan Kelas* (Jakarta: Prestasi Pustaka Publisher, 2011), 13

¹³ Early reflection includes analysis and assessment of observations before the action plan of the study and the teacher analyzes the existing problem by applying "memorization or mahfudzat learning method"

teachers and students, and the role of students is very dominant in this regard.

c. Observation

In this observation stage, the instrument was used to observe the learning activities of students during the learning process takes place.

The variables¹⁴ in this study can be explained through the following operational definitions:

- 1) The ability of teachers to manage learning is a score obtained by teachers in basic knowledge of geography learning with the application of mahfudzat learning method (then referred to as instrument 1)¹⁵
- 2) Student learning outcomes in learning with "mahfudzat learning method" is the scores achieved by the students as measured by the test. (later referred to as instrument 2)¹⁶

This research consists of two techniques of data collection, namely, first, Documentation is a document of student activity during teaching and learning process, and Secondly, Observation is used to collect research data by using observation and test sheet.

Furthermore, the data are analyzed as follows;

1. Student learning outcomes

Student learning is called thoroughly learned if it has achieved 70% score of the maximum score. The class is said to

¹⁴ Variable is the object of research, or what is the point of attention in a study. See, Limas Dodi, *Metodologi Penelitian, Science Method.*, 103.

¹⁵ Sheet observation ability of teachers in managing learning, to know the quality, process, observations on teacher activity is conducted.

¹⁶ Instrument of learning outcomes are used to assess the quality of student learning after completion of learning.

be successful or complete if 70% of students have a score of at least 70. The formula for mastery learning: $P = \frac{F}{N} \times 100\%$

Notes:

P = Student percentage of complete learning

F = Number of Students who learn thoroughly

N = Number of All students

% Score of Success = $\frac{\text{Number of Scores achieved}}{\text{Maximum Score}} \times 100\%$

Percentage of success	Criteria of success	Grades	Scores
$83 < x \leq 100$	Very Good	A	5
$69 < x \leq 83$	Good	B	4
$56 < x \leq 69$	Sufficient	C	3
$42 < x \leq 56$	Bad	D	2
$25 < x \leq 43$	Very bad	E	1

Table 1.1 Determining the Success of Action

2. Management with Mahfudzat Learning Method

Assessment of teacher's ability in managing learning is done by observing each class directly by using observation sheet covering preliminary activity, core activity, closing, management of classroom and time management. The categories are unfavorable (1), good enough (2), good (3) and very good (4).

Research Results and Discussion

A. Description of Initial Conditions

From the initial observation the following problems are found:

1. Very low learning motivation
2. The result of learning from daily test is very low from the class X IPS 2 Unggulan, that is 50.6 (Fifty point Six)
3. Very low response from teaching and learning process
4. Teaching is so monotonous that students are not challenged

B. Description of Cycle I

1. Planning (Planning)

- 1) Preparation of the implementation of learning and student worksheets
- 2) Preparation of student observation sheet to observe student's motivation during learning process, especially in making memorization with donkey bridge on Geography
- 3) Preparation of student observation sheets to observe the management of teachers in the learning process.
- 4) Preparation of individual test cycle I

2. Action (Implementation)

Implementation of the first cycle action begins with preliminary activities, in this activity the teacher reminds again of geography lessons in the form of concepts, principles, approaches, scope, and science supporting the geography aspects and convey the learning objectives on learning materials that are studied and explain the method

to be used in teaching and learning process. Then, core activities followed.

Firstly, the activity begins with the teacher modeling how to create mahfudzat system with donkey bridge on geography concept and done individually.

In the second phase, the teacher distributes student worksheets containing material given to be memorized by the donkey bridge system created by individual students.

Third stage, the teacher gives the problem to each student with different level.

Implementation of cycle I ends with closing action. In this activity the teacher guides the students to make mahfuzat with the donkey bridge appropriately, then continued with evaluation to all the students as a result of teaching and learning activities.

3. Observing (Observation)

1) The result of observation of teacher ability in managing mahfudzat method

No	Aspects observed	Score RPP 1	category
1.	Opening	2,2	Sufficient
2.	Main Activities	3,1	Good
3.	Closing	2,6	Sufficient
4.	time managment	2,0	Sufficient
5.	monitoring	2,5	Sufficient
	Average	2,48	Sufficient

Table: 1.2. Teachers' Ability¹⁷

From Table 1.2 above it can be seen that at the opening stage the average value of learning management reached 2.48. This means the teacher can communicate the learning objectives, motivate in learning and link the previous learning materials sufficiently, meaning not maximal yet. In the main activities it reaches 3.1 which means the teacher can explain the learning with mahfutzat system, train students to make memorization with donkey bridge system and evaluate the practice and test task well.

From table 1.2 it can also be seen that the management of the time of each learning stage is still enough which means not good. It means there has not been a good learning process, and if seen the average score of learning management of cycle 1, is.5 means enough to show general learning steps undertaken by the teacher. It is still not good, so there needs improvement in cycle 2

2) Test Results Cycle 1 (table 1,3)

No	Names of students	Scores	notes
1.	Abdurahman Arianto	79	Pass
2.	Adelia Bilqis Azahra	79	Pass
3.	Alif Nurdianti Oktavia	84	Pass
4.	Ardiansyah Amirul M	60	Not pass
5.	Dewi Safitri	87	Pass
6.	Diah Eka Anjar S	64	Not pass

¹⁷ Results of data analysis

7.	Elfa Naili Sa adah	80	Pass
8.	Eka Nunung Serliana	88	Pass
9.	Fina Zahrotun M	59	Not pass
10.	Farikhatul Mufida	55	Not pass
11.	Irene shephia	60	Not pass
12.	Irma Rahmawati	59	Not pass
13.	Herliana	79	Pass
14.	Jamilatun Nur Isnaini	80	Pass
15.	Juliatin Kurniawati	77	Pass
16.	Laela Nurul R	60	Not pass
17.	M.Ahsanul Haqqi R	87	Pass
18.	Marjuki Darusman	60	Not pass
19.	Muhammad Hikam	78	Pass
20.	Assidiqi	57	Not ass
21.	Muhammad Ibnu	77	Not pass
22.	Affan	78	Pass
23.	Nabila Auliana	79	Pass
24.	Pujiono	89	Pass
25.	Randina Ambar	87	Pass
26.	Larasati	80	Pass
27.	Raissa Alfita N	79	Pass
28.	Ririn Rohmatin	80	Pass
29.	Rosyada Puspita	80	Pass
30.	Safira Nurdiana	77	Pass
31.	Safitri Yuli R	77	Pass
32.	Salma Milatun Ailiyah	85	Pass
	Shilatul Ailah		

	Umi salwa		
	Average	75.0	

Table 1.3: Results of learning cycle 1 Gade X IPS Unggulan¹⁸

Table 1.3 above shows the average student achieves a fairly good learning outcomes with a score of 74.03, when compared with the previous average score of 50.6 and grade completion is as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{22}{32} \times 100\%$$

$$= 68,75 \% \text{ or } 69 \%$$

This means that the level of success of the action is good, but there are still 10 students who have not reached the completeness of learning, because they still have not made a donkey using the donkey bridge and memorize well, and means the process of learning method with Mahfudzat system still needs to be improved in the next cycle.

4. Reflection

From the observation, deficiencies were found in the learning process as follows:

- 1) In the making of individual donkey bridge system, there are some students who are not maximal and serious.
- 2) After making a donkey with a donkey bridge system students should be seriously memorized.

¹⁸ Results of data analysis

3) At the time of memorizing teachers should pay attention to individual students.

4) The steps in RPP are not accompanied by time allocation.

C. Description of Cycle II

a) Planning (Planning)

1 Improved RPP and student worksheets could make them memorize

2 Improved tests for cycle II.

b) Action (Implementation)

The key in the stage is Motivation, as Bransford stated that:

Motivation to learn affects the amount of time students are willing to devote to learning. Learners are more motivated when they can see the usefulness of what they are learning and when they can use it to do something that has an impact on others.¹⁹

It means that motivation to learn affects the amount of time students want to learn. Learners are more motivated when they can see the usefulness of what they learn and when they can use it to do something that affects others. Beginning with preliminary activity, the teacher reminded the previous material, expressed the purpose and the benefit of learning on the teaching material that was learned and the teacher gave motivation for the students who get the value of 15 points from the KKM score of 77 will

¹⁹ Bransford, J.D., Brown, A.L., and Cocking, R.R., eds., *How People Learn: Brain, Mind, Experience, and School*, Washington, D.C.: National Academy Press, 2000, p. 6. Online at <<http://www.nap.edu/books/0309070368/html/>>.

get the award star from the teacher, the activity lasts for 10 minutes.

The first stage, Activity begins with the teacher instructing the students to make the donkey with the donkey bridge system appropriately and understand the material in it seriously and correctly and done individually, this activity lasts for 10 minutes.

In the second stage, the teacher invites students to memorize individually and teachers observe one by one at the time of memorizing, for 15 minutes.

In the third stage, the teacher appoints some students to memorize and give understanding to the material of geography, for 15 minutes.

Fourth stage, the teacher gives the problem with different level of question for each student for 25 minutes to work.

Implementation of cycle II ends with closing activities followed by giving evaluation for 10 minutes.

5. *Observing* (Observation)

The results of observation of the ability of teachers in managing learning with "mahfudzat learning method" in cycle II (table 1.4)

No	Aspects observed	Score RPP	Category
1.	Opening	3,1	Good
2,	Main Activities	3,4	Good
3,	Closing	3,2	Good
4,	time managment	3,4	Good

5.	monitoring	3,4	Good
	Average	3,30	Good

Table 1.4 Results of Teacher Observation in Managing Learning²⁰

From table 1.4 it can be seen that the introduction of learning management the average value reached 3.1 of the previous 2.2. This means that there is a process of learning improvement, and in the implementation of core activities the average value reaches 3.30. This shows the teacher can explain the method of learning mahfudzat with the donkey bridge system, assigning tasks to students making memorization and giving the problem done by the teacher well. In addition the average score of learning management is 3.30. It has the understanding that the ability of teachers in managing learning with mahfudzat learning method can improve student learning outcomes of class X IPS Unggulan 2 MAN 1 Model Bojoneoro academic year 2016/2017 well, as can be seen in the diagram below:

²⁰ Results of data analysis

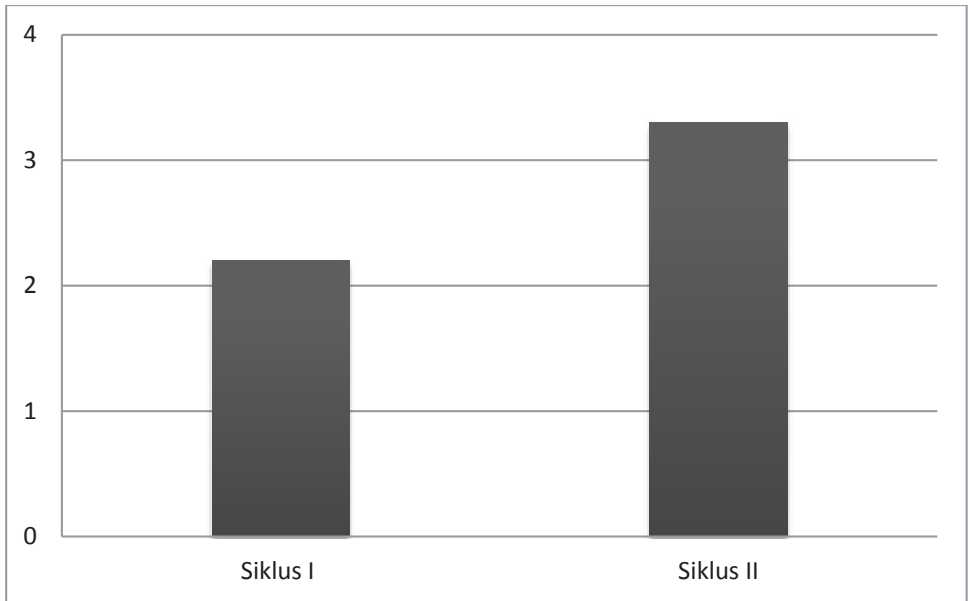


Diagram 1.1 Average of Learning by Mahfudzat in Cycle I and II

D. Learning Outcome of Cycle II

Look at the following Table.

No	Namae of Students	Scores	Notes
1.	Abdurahman Arianto	90	Pass
2.	Adelia Bilqis Azahra	93	Pass
3.	Alif Nurdianti	87	Pass
4.	Oktavia	70	Not Pass
5.	Ardiansyah Amirul M	87	Pass
6.	Dewi Safitri	74	Not Pass
7.	Diah Eka Anjar S	82	Pass
8.	Elfa Naili Sa adah	95	Pass
9.	Eka Nunung Serliana	78	Pass
10.	Fina Zahrotun M	87	Pass

11.	Farikhatul Mufida	80	Pass
12.	Irene shephia	82	Pass
13.	Irma Rahmawati	79	Pass
14.	Herliana	80	Pass
15.	Jamilatun Nur Isnaini	77	pass
16.	Juliatin Kurniawati	61	Not pass
17.	Laela Nurul R	88	Pass
18.	M.Ahsanul Haqqi R	84	Pass
19.	Marjuki Darusman	90	Pass
20.	Muhammad Hikam	75	Not Pass
21.	Assidiqi	74	Not Pass
22.	Muhammad Ibnu	78	Pass
23.	Affan	79	Pass
24.	Nabila Auliana	89	Pass
25.	P u j i o n o	87	Pass
26.	Randina Ambar	80	Pass
27.	Larasati	79	Pass
28.	Raissa Alfita N	80	Pass
29.	Ririn Rohmatin	80	Pass
30.	Rosyada Puspita	77	Pass
31.	Safira Nurdiana	77	Pass
32.	Safitri Yuli R	85	Pass
	Salma Milatun		
	Ailiyah		
	Shilatul Ailah		
	Umi salwa		
	Vera shinta D		

	YunitaRika D		
	Average	84,09	

Table: 1.5 Learning Ourcome of Cycle II²¹

It is counted as the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{27}{32} \times 100\%$$

$$= 84,4\%$$

Judging from the calculation of class mastery score and table 1.5 it can be seen that the average student has achieved a good learning result with the score of 84,09 and seen from the success rate of action increased from 69% to 84,4%, but there are still 5 children who were still below the passing level because they still do not want to make their own memorization or mahfudzat.

In general, learning by memorization method or mahfudzat on Geographic can improve student learning result of class X IPS Unggulan 2 MAN 1 Model Bojonegoro academic year 2016/2017, as shown in the diagram below.

²¹ Results of data analysis

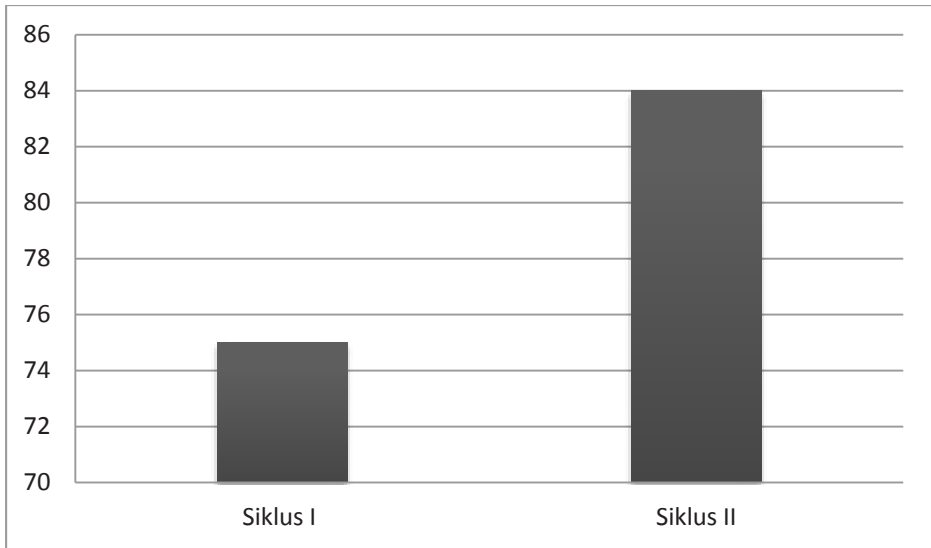


Diagram 1.2 Comparison of Percentage of Completion of Classes in Lessons by "Mahfudzat Learning Method" cycle I and II

1. Reflection

From the observation there are improvements from cycle I in the form of action:

- 1) RPP has been given the right time allocation so that teachers at the time of implementation of the learning process have a clear reference time.
- 2) At the time the students make a memorization or mahfudzat with a donkey bridge accompanying the teacher to the students in turns.
- 3) After the memorization students have to memorize individually and teachers make sure the students have memorized.

- 4) After the students memorized they were given problem to be done individually and supervised the implementation maximally.

Conclusion

From the result of research and discussion above, the researcher can conclude as follows; First, the ability of teachers in managing learning by memorization or mahfudzat method on Geography can improve student learning result of grade of X IPS Unggulan 2 MAN 1 Model Bojonegoro academic year 2016/2017. And Secondly, Learning by memorization or mahfudzat method can improve student learning result of grade X IPS Unggulan MAN 1 Model Bojonegoro academic year 2016/2017.

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