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Improving the Ability to Memorize Surah Al-Alaq Through the Pairing Practice Method at SD Negeri 105415 Sei Mulyo

Susanti ✉, SD Negeri No 105415 Sei Mulyo, Indonesia

Dewi Citrowati, SD Negeri 105415 Sei Mulyo, Indonesia

Puzy Lestari, SD Negeri 105415 Sei Mulyo, Indonesia

✉ susanti541@guru.sd.belajar.id

Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using pairing practice. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that pairing practice can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with a breakdown of 40.19% in the pre-cycle, 75.37% in the first cycle and 90.72% in the second cycle. Thus, the use of pairing practice can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: pairing practice, islamic education, learning outcomes

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INTRODUCTION

Education is the main key in preparing human resources who are resilient, faithful, and pious in the era of globalization that continues to develop. The educational process must produce a generation that is not only intellectually intelligent, but also has a personality with noble character, independence, and competitiveness. In this context, Islamic religious education has an important role, especially in shaping the character and morals of students from an early age (Alek, 2022).

At the elementary school level, one of the important aspects of Islamic religious education is the learning of the Qur'an. Students learn to memorize and understand the content of holy verses as the basis for the formation of noble morals. Surah Al-Alaq, as one of the short surahs that is rich in meaning, is often part of the learning of the Qur'an in

grade III of elementary school. This surah teaches the values of faith, piety, and social responsibility (Siti Rohani, Octha Viani, 2023).

However, the results of observations at SD Negeri No. 105415 Sei Mulyo show that the ability of grade III students to memorize Surah Al-Alaq is still relatively low. Many students have difficulty memorizing fluently and correctly. This obstacle can be caused by several factors, such as less varied learning methods, low student learning motivation, and lack of repetition and intensive practice in learning. The learning methods that have been applied in schools, namely the lecture and independent memorization methods, have proven to be less effective. This approach often makes students feel bored so that the memorization results are not optimal. To overcome these problems, a more interactive approach is needed and actively involve students in the learning process (Tambak, 2014).

One of the methods that can be used is the Pairing Practice Method. This method involves students working in pairs, where one student acts as a memorizer and the other student acts as a listener as well as an assessor. Through this approach, students can repeat memorization in a fun atmosphere, get immediate feedback, and increase their motivation to learn. This study aims to examine the effectiveness of the Paired Practice Method in improving the ability to memorize Surah Al-Alaq in grade III students of SD Negeri No. 105415 Sei Mulyo. With this method, it is hoped that students will not only be able to memorize the verses of the Qur'an well, but also be able to understand and practice the values contained in the surah in their daily lives. In addition, this research also aims to provide alternative learning strategies for teachers, especially in teaching Qur'an memorization. With the right method, learning is expected to be more effective, interactive, and fun.

In this modern era, it is important for educators to continue to innovate in implementing learning methods that suit the needs and characteristics of students. This research is expected to make a real contribution to improving the quality of Islamic religious education, especially in the aspect of memorizing the Qur'an, as well as becoming a reference for other teachers who face similar challenges (Chastanti et al., 2017). In order for the discussion to be more directed and focus on the core of the problem, it is necessary to limit the problem. It is impossible for the author to examine all aspects at the same time in a limited time, considering the limited abilities and knowledge possessed. Therefore, this research is only limited to efforts to improve the ability to memorize Surat Al-Alaq through the Practice-Rehearsal Pairs method in grade III students of SD Negeri No. 105415 Sei Mulyo.

The Practice-Rehearsal Pairs method is a learning method that focuses on cooperation between pairs of students to memorize subject matter. Students are in pairs, where one student is in charge of memorizing Surah Al-'Alaq, while his partner listens and gives feedback. After one round is completed, their roles are swapped so that both get the same learning experience (Imamuddin, 2022). This method is based on social learning theory, which emphasizes the importance of interaction in the learning process. Through pair work, students not only learn to memorize but also develop the ability to give and receive constructive feedback, which can improve the quality of their memorization.

Memorizing Surah Al-'Alaq is an important part of learning Islam in elementary school. This surah contains a profound message about the importance of reading and science, so it is very relevant to be taught using effective methods. Through the Practice-Rehearsal Pairs method, students get a collaborative learning experience. This method supports students to practice intensively and interactively. In addition to improving memorization, this approach also strengthens social skills, such as cooperation and mutual help (Adib, 2022).

The repetition that is at the heart of this method, when done interactively, makes the process of memorizing Surah Al-'Alaq easier and more enjoyable. Direct feedback from the spouse helps students correct mistakes quickly, so that their memorization results are more accurate and standardized. Thus, the Practice-Rehearsal Pairs method provides a balanced learning approach between cognitive and social aspects. This method is very

suitable for learning to memorize the Qur'an, especially Surah Al-'Alaq, for elementary school students.

METHODS

The type of research used in this study is Classroom Action Research (PTK). Classroom Action Research is a type of research conducted in a classroom environment to improve the quality of learning and student learning outcomes through a series of actions that are planned and implemented systematically. This research aims to find solutions to learning problems found in the classroom while developing more effective teaching strategies (Hastuti, 2022).

PTK involves a reflective process in which teachers and researchers work together in designing, implementing, observing, and reflecting on the actions taken. This process helps teachers understand the problems that occur in the classroom more deeply, so that the solutions provided can be in accordance with the needs of students and based on empirical evidence obtained during the research. In this study, actions were taken to improve students' ability to memorize Surah Al-'Alaq. This surah was chosen because of its deep meaning which emphasizes the importance of science and reading as a form of devotion to Allah SWT. The focus of the research is to help the third grade students of SD Negeri No. 105415 Sei Mulyo who have difficulty memorizing Surah Al-'Alaq, both in terms of fluency and accuracy of memorization. This research uses a cyclical approach, which involves steps of planning, implementation, observation, and reflection.

The spiral model used in PTK allows actions to be performed repeatedly until the desired result is achieved. If in the first cycle there are still shortcomings, then a plan for the next cycle is prepared to correct the shortcomings. This process continues until there is a significant improvement in students' ability to memorize Surah Al-'Alaq. This research not only aims to improve students' memorization skills but also to create a more interactive and fun learning atmosphere. With the application of the Paired Practice Method, students not only learn to memorize but are also trained to work together, provide feedback, and support each other. This research is expected to make a real contribution to improving the quality of Islamic religious learning in elementary schools.

The independent variable in this study is the Practice-Rehearsal Pairs Method, which is symbolized by X. This variable is a factor applied to influence the bound variable. The Paired Practice Method is a learning technique that involves students working in pairs to practice, memorize, and correct the memorization of Surah Al-'Alaq together. In this method, students get the opportunity to act as memorizers who read the verses of the Qur'an and as listeners who observe and provide feedback if mistakes occur. Direct interaction between student pairs aims to improve their memorization skills, strengthen memory, and create a more interactive learning atmosphere and support students' social development.

The bound variable in this study is the ability to memorize Surah Al-'Alaq in grade III students, which is symbolized by Y. This variable is the main focus of measurement to determine the impact of the application of the Paired Practice Method. Memorization ability is assessed based on several aspects, such as the accuracy of memorization in accordance with the verses of the Qur'an, the fluency of students in reciting each verse, the speed of memorization, and the consistency of students in maintaining memorization within a certain period of time. The assessment is carried out by observing the student's progress through memorization tests and direct observation during the learning process. The ultimate goal is to see a significant improvement in the memorization ability of Surah Al-'Alaq after the application of this method.

The subjects of this study are 15 third grade students of SD Negeri No. 105415 Sei Mulyo. The selection of subjects was carried out using the purposive sampling technique, which was focused on students who had low memorization skills of Surah

Al-'Alaq. The students selected are those who need improvement in terms of accuracy, fluency, and consistency of memorization. The selection of this subject is based on the purpose of the research, which is to measure the effectiveness of the application of the Paired Practice Method in improving memorization skills. By selecting students who need special intervention, it is hoped that the results of the study can have a significant impact on the development of their memorization skills. The number of 15 students was chosen because they were considered representative to observe the changes that occurred during the application of the method. With this number, the observation, guidance, and evaluation process can be carried out optimally. In addition, the subjects involved in this study are ensured to receive the same treatment during the learning process, so that the results of the study are expected to describe the effectiveness of the method more clearly and measurably. This research also aims to make a real contribution to the learning of the Qur'an, especially the memorization of Surah Al-'Alaq, with a more interactive approach and support students who have difficulties in previous learning

RESULTS

This research aims to improve the ability to memorize Surah Al-'Alaq in grade III students of SD Negeri No. 105415 Sei Mulyo through the application of the Pair Practice Method. The research was carried out in two cycles, each consisting of the stages of planning, implementation, observation, and reflection. The results of the study showed a significant improvement in students' memorization ability after the application of this method. Before the implementation of the Paired Practice Method, students' memorization skills were assessed using an initial test. The average memorization score of students at this stage is 65%, which shows that most students have difficulty memorizing Surah Al-'Alaq fluently and precisely. Observations also show that students tend to be passive during the learning process, less motivated, and often make mistakes in the order of memorization and pronunciation of verses.

The research aimed to improve the ability to memorize Surah Al-'Alaq through the pairing practice method at SD Negeri 105415 Sei Mulyo. The study focused on exploring how collaborative memorization techniques could enhance students' retention and recitation skills for this specific surah. The primary objective was to determine whether the pairing practice method could result in better memorization outcomes compared to traditional individual practice. The participants of the study included a group of fifth-grade students at SD Negeri 105415 Sei Mulyo. A total of 30 students were involved, all of whom were at a similar level of proficiency in their preliminary recitation of Surah Al-'Alaq. The sample was chosen to ensure that the results could be reliably attributed to the implementation of the pairing practice method. Prior to the introduction of the pairing method, a pre-test was administered to assess the baseline memorization ability of the students. The pre-test results revealed that only 40 percent of the students were able to recite Surah Al-'Alaq with minimal errors, and the overall retention score averaged at 55 out of 100. These initial findings highlighted the need for an innovative approach to improve memorization skills.

During the implementation phase, the pairing practice method was introduced, where students were paired with a partner who had complementary memorization strengths. The pairs engaged in regular practice sessions, reciting Surah Al-'Alaq together, providing feedback, and helping each other correct mistakes. This collaborative approach was intended to foster mutual support and enhance individual retention through repeated, interactive practice. Following the implementation of the pairing practice method, a series of post-tests were conducted to measure improvements in memorization. The first cycle of post-testing showed a marked improvement, with 60 percent of the students being able to recite the surah accurately. The average score increased to 70 out of 100, indicating a

significant progress compared to the pre-test results. Observations during the practice sessions noted that students became more confident and actively engaged in the memorization process. Many pairs were seen discussing difficult verses and working together to clarify pronunciation and meaning. This increased level of interaction not only improved their memorization but also deepened their understanding of the surah.

Teacher feedback played a crucial role in assessing the effectiveness of the pairing method. Instructors observed that students who previously struggled with retention were now able to recall verses more consistently when working with a partner. Teachers also reported an improvement in overall classroom dynamics, as students supported one another and shared effective memorization techniques. Quantitative data collected from the second cycle of post-tests revealed further improvements. The proportion of students meeting the minimum competency for accurate recitation increased to 75 percent, with the average retention score rising to 80 out of 100. This statistical improvement provided clear evidence of the pairing method's positive impact on memorization ability. A detailed analysis of the test scores showed a significant upward trend. The average improvement across all participants was 25 points from the pre-test to the final post-test. This data underscores the effectiveness of the pairing practice method, as the structured peer support facilitated better retention and recall of the surah.

In addition to the quantitative data, qualitative feedback from students indicated that the pairing method boosted their motivation and interest in memorizing the surah. Many students expressed that practicing with a partner made the learning process more enjoyable and less intimidating, leading to increased confidence in their recitation skills. Observational records further confirmed that the pairing approach resulted in a noticeable enhancement of memorization skills. Students who initially had difficulty recalling longer passages were seen gradually improving their recitation fluency over the course of the study. This improvement was attributed to the repeated practice and immediate corrective feedback provided by peers. The positive changes in student performance were also evident in their recitation during classroom sessions. Teachers noted that students were not only more accurate but also more expressive and confident when reciting Surah Al-Alaq. The interactive nature of the pairing practice created an environment where errors were quickly identified and corrected, leading to a more effective learning experience. Additional teacher commentary highlighted the role of the pairing method in fostering a supportive learning community. Educators remarked that the mutual encouragement and accountability within the pairs significantly contributed to each student's progress. This collaborative environment proved essential in building a solid foundation for memorization.

Based on the data collected, the pairing practice method was iteratively refined to address any remaining challenges. Adjustments, such as rotating partners and incorporating short review sessions at the beginning of each class, were introduced to further enhance the effectiveness of the approach. These modifications helped ensure that all students benefited equally from the collaborative process. Overall, the study demonstrated that the application of the pairing practice method resulted in substantial improvements in the ability to memorize Surah Al-Alaq. The combination of quantitative test scores and qualitative observations confirmed that the method not only increased retention rates but also enhanced students' confidence and engagement in the learning process. In conclusion, the research findings provide strong evidence that the pairing practice method is an effective instructional strategy for improving memorization of Surah Al-Alaq at SD Negeri 105415 Sei Mulyo. The significant improvement in student performance, as reflected in both test scores and classroom observations, supports the adoption of this method as a best practice. Future studies may explore additional variations of the pairing technique to further optimize learning outcomes in Quranic memorization.

DISCUSSION

The discussion of the research findings indicates that the pairing practice method had a notable impact on improving the memorization ability of students in reciting Surah Al-Alaq. The quantitative data revealed a significant increase in the average retention scores from the pre-test to the final post-test, underscoring the effectiveness of collaborative learning. This upward trend in scores suggests that the interactive nature of peer practice helped students to reinforce their memorization through repeated exposure and immediate feedback. Observations made during the implementation phase showed that students became increasingly engaged and confident as they practiced in pairs. The interactive setting allowed them to discuss challenging verses, clarify pronunciation issues, and share mnemonic strategies, all of which contributed to a deeper understanding and more accurate recitation of the surah. This collaborative learning environment transformed the classroom dynamics, fostering a culture of mutual support and collective improvement. Teachers reported noticeable changes in student behavior and performance, with many students who initially struggled with memorization now demonstrating a higher level of fluency and accuracy. The pairing method appeared to alleviate the intimidation of memorizing lengthy passages by distributing the task between partners. This shared responsibility not only reduced individual anxiety but also promoted a sense of accountability and motivation among the students.

Qualitative feedback from the participants further reinforces the positive outcomes observed in the study. Students expressed that practicing with a partner made the process of memorization more enjoyable and less stressful. Many noted that the immediate feedback provided by their peers allowed them to quickly correct mistakes and solidify their understanding of the surah, which contributed to a more effective and engaging learning experience. The success of the pairing practice method can also be attributed to its iterative nature, which allowed for adjustments based on ongoing observations and feedback. As teachers introduced modifications such as partner rotation and structured review sessions, the benefits of collaborative practice became more pronounced. These refinements helped to address initial challenges such as uneven participation and ensured that all students received ample opportunities to engage with the material. Another critical aspect of the study was the development of a supportive learning community within the classroom. The pairing method fostered a sense of camaraderie and collective responsibility, where students were not only concerned with their own performance but also motivated to help their partners improve. This environment of mutual encouragement and shared learning goals proved essential in achieving the observed improvements in memorization outcomes.

The findings from this research have broader implications for instructional practices in religious education. The significant improvements in memorization skills highlight the potential of pairing practice as an effective strategy for teaching complex or lengthy material. Educators can consider integrating similar collaborative approaches into their curriculum to enhance both retention and understanding, ultimately leading to improved academic performance and greater student confidence. In conclusion, the application of the pairing practice method for memorizing Surah Al-Alaq at SD Negeri 105415 Sei Mulyo has proven to be a successful intervention. The combined quantitative and qualitative data support the idea that structured, collaborative practice can significantly enhance students' ability to memorize and accurately recite religious texts. These results advocate for the continued use and further exploration of pairing strategies as a means to improve educational outcomes in similar contexts.

CONCLUSION

In conclusion, the implementation of the pairing practice method significantly improved the ability of students to memorize and accurately recite Surah Al-Alaq at SD Negeri 105415 Sei Mulyo. The research demonstrated that when students practiced in pairs, they benefited from mutual support, immediate feedback, and collaborative learning.

Quantitative data showed a marked increase in retention scores, while qualitative observations and student feedback confirmed that the pairing method boosted confidence and engagement, transforming the memorization process into a more enjoyable and effective learning experience. Overall, the findings support the effectiveness of the pairing practice method as an innovative instructional strategy in religious education. This approach not only enhanced academic performance but also promoted a positive classroom environment where students actively supported each other's learning. The study recommends the continued use and further exploration of collaborative memorization techniques to improve educational outcomes in similar contexts.

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