

The Kibar Method BTHQ Learning Curriculum on Improving the Cognitive Aspects of Muhammadiyah Elementary School Students Karangkajen

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Abstrak

Abstract: This study was to determine the improvement of students' cognitive aspects with the Kibar method of BTHQ learning at SD Muhammadiyah Karangkajen. The design of this research is qualitative, with a qualitative descriptive approach. The subjects of this study were grade 1 students of SD Muhammadiyah Karangkajen. The results showed that BTHQ activities: 1) provide knowledge, 2) understanding and good reading methods using makharijul letters, 3) providing advice or motivation so that children take BTHQ on time, 4) providing educational punishments for students, 5) conduct an evaluation after the BTHQ activity. This case study focuses on the BTHQ learning curriculum carried out by tutors/teachers through the kibar method for students at SD Muhamadiyah Karangkajen. This case study shows that, with the BTHQ learning curriculum by competent tutors/teachers, it can improve the cognitive aspects of children/students, as a basis for understanding PAI family learning. This study contributes to the ease of learning with the children's BTHQ curriculum through the waving method. In addition, this study recommends that teachers apply this method to improve the cognitive aspects of BTHQ through supportive learning innovations.

Introduction

The teaching and learning process is an activity to implement the curriculum in educational institutions so that students can achieve the goals that have been set. The success of a learning is influenced by many factors, both internal and internal factors from within students, as well as external factors that come from outside students. Furthermore, one of the external factors that greatly influence the success of learning is located on the teacher. The teacher is one of the most decisive roles in achieving goals or not.¹ The teacher is one of the professionals who has prioritized the ability to manage and plan teaching and learning programs that are conducive to student development.²

In the teaching and learning process that takes place, it will give birth to interaction activities that occur between students as learning parties and educators as teaching parties, and in the interaction process requires supporting components such as methods, media, environment and other components.³ As the importance of learning that functionally makes media or activities for the formation and development of student competencies, evaluation activities are absolutely needed to obtain information on the achievement of goals and success of a series of learning activities.⁴ The goal is to bring new changes in innovation, as a supporter of students in learning.

SD Muhammadiyah Karangkajen is an educational institution that combines general lessons with religious lessons, so that there is a balance between science and religious knowledge. In learning the Qur'an at this elementary school, there is a special method that will later produce young people who will not only learn but also teach the Qur'an. SD Muhammadiyah Karangkajen in studying the Qur'an uses the kibar method. To achieve a target or goal of this school, strategies and innovations are needed to achieve it as well as encouragement in developing this activity. Learning strategy is a teaching and learning process that is carried out by teachers and students so that the learning objectives can be achieved.

¹ and Nathaniel David Schulz Cristea, Aurelia, "Peningkatan Kemampuan Membaca Al-Qur'an Dengan Tartil Melalui Metode Iqro' Pada Siswa Kelas v Di SD INPRES TINGGIMAE Kecamatan Somba OPU," *Revista Brasileira de Ergonomia*, n.d.

² Liyanatul Qulub, "Profesionalisme Pendidik Dalam Proses Pembelajaran," *Jurnal Studi Islam & Peradaban* 14, no. 01 (2019): 33.

³ Yunus Namsa, *Metodologi Dalam Proses Belajar Mengajar, Cet. Ke-1* (Ternate: UMMU Pers, 2003).

⁴ Kasman, "Evaluasi Dalam Proses Pembelajaran," *Jurnal Pendidis* 3, no. 1 (2021): 85.

In achieving learning objectives that can run well, efficiently, and effectively, it is important to have positive, constructive and productive interactions between those arranged in the teaching system such as teachers, students, strategies, methods and learning environments.⁵ One of the achievements, namely the cognitive aspects of students. The cognitive aspect in Islamic education is an integral part that requires its own assessment technique, in order to measure the extent to which students' understanding of the material provided. This cognitive domain is related to mastery or understanding of the content of the lesson material. Cognitive is a domain that includes mental activity or everything related to brain activity. This means that the assessment is carried out thoroughly on the ability to think, the ability to memorize, understand, apply, analyze, synthesize and evaluate the ability.⁶

This assessment must be through interaction between teachers and students which is actually carried out face-to-face in the classroom, but the implementation of education during the Covid-19 pandemic brought various innovations and changes. The covid pandemic has made learning innovations carried out remotely, online or online-based so that children can learn. The application also occurred at SD Muhammadiyah Karangkajen, with learning innovations carried out by BTHQ tutors/teachers through the waving method.

Based on this background, research will be carried out regarding the implementation of the fluttering method on children's cognitive development. This research was conducted because not all schools have implemented the waving method. In addition, this research was conducted to determine children's cognitive development. Like other aspects of development, cognitive development also develops step by step towards perfection or maturity. Simply put, cognitive is understood as a child's ability to think more complexly as well as the ability to reason and solve problems. Departing from this reality is also the development of the 2013 curriculum with thematic learning at the primary school level, which uses a scientific learning approach that emphasizes meaningful learning. So that children at the concrete operational stage primary school can relate what they experience in everyday life, linked to scientific concepts learned in class.⁷ The benefit of this research is to control children's activities and achievements through BTHQ activities in order to gain teaching and understanding of Islamic and religious values. And can find out the cognitive abilities of students at SD Muhammadiyah Karangkajen which can improve strategies for achieving goals in learning BTHQ at school.

Method

The research design used in this study is a qualitative research with a qualitative descriptive approach, namely the data collected in the form of words, pictures, and not numbers.⁸ The methods of data collection are by conducting observations, documentation studies and interviews. Observations were made by

⁵ Putri Rezeki, "Teknik Pelaksanaan Evaluasi Pembelajaran Pendidikan Agama Islam Berbasis Online Masa Pandemi Covid-19," *At-Tarbiyah Al-Mustamirrah: Jurnal Pendidikan Islam*, 1 (2020).

⁶ and Paidi Hidayat Faqih, Renny, Alwafi Ridho Subarkah, Eka Pratiwi Lumbanturuan, *Interactions for Learning HUMAN StudentTeacher StudentStudent NON HUMAN Other StudentTools StudentInformation St ...*, 2018.

⁷ Leny Marinda, "Teori Perkembangan Kognitif Jean Piaget Dan Problematikanya Pada Anak Usia Sekolah Dasar," *An-Nisa': Jurnal Kajian Perempuan Dan Keislaman* 13, no. 1 (2020): 116–52, <https://doi.org/10.35719/annisa.v13i1.26>.

⁸ Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2010).

observing the state of the SD Muhammadiyah Karangkajen school as well as observing BTHQ activities through Kibar and noting important values on the observation sheet. This research was conducted at the Karangkajen Muhammadiyah Elementary School on Jl. Manukan No. 2 Brontokusuman, Mergangsan, Yogyakarta. The time of the research was carried out for 3 months, namely April-June 2022. The subjects in this study amounted to 7 people, namely grade 1 students.

The methods of data collection are by conducting observations, documentation studies and interviews. Observations were made by observing the state of the SD Muhammadiyah Karangkajen school as well as observing BTHQ activities through Kibar and noting important values on the observation sheet. Documentation studies in this research, namely collecting data that already exists on the school side or school teachers are needed to complete the data or information that is lacking in this research. Interviews were conducted with the BTHQ Tentors in the classroom regarding the efforts and the role of the tutors in improving students' cognitive abilities and related to what factors affect students' cognitive abilities.

Result of the Research

In this section, the researcher will explain the results of the research conducted. The results of the data obtained by researchers are based on data that has been collected through the process of observation, interviews and documentation. From the research results obtained regarding the Kibar Method BTHQ Learning to Improve Cognitive Aspects of Elementary School Students of Muhammadiyah Karangkajen, namely:

2.1. Evaluation of the Kibar Method of BTHQ Learning

Evaluation can be classified into two parts, namely: evaluation of the process and evaluation of learning outcomes.⁹ Evaluation of learning at SD Muhammadiyah Karangkajen is carried out by teachers and tutors in order to determine the quality of ongoing activities. While evaluation is the result that is carried out to see the quality of the results of a series of teaching and learning processes. The evaluation activity has several components, namely, the object to be evaluated, the purpose of the evaluation, the intended standard or condition, and valid and reliable evaluation results.¹⁰ Evaluation activities are carried out through several stages which include: evaluation in units of activity, evaluation after several meetings, and evaluation after completing learning.

Learning to read and write the Koran has essentially emerged along with the entry of Islam in Indonesia. Where the meaning of learning is Transfer of Knowledge, then the process of learning the Qur'an will occur naturally.¹¹ As it has been understood that learning institutions that play a very important role in the BTHQ learning process are Tentors who know better about the strengths and weaknesses of students. In general, according to the expert, there are three main principles that must be considered by the tutor in the field of study, namely: Learning begins with things that are already known to students to things that are

⁹ and Imam Safi'i Saifulloh, Ahmad, "Evaluasi Pembelajaran Mata Pelajaran Pendidikan Agama Islam Di Sekolah Menengah Pertama (Studi Kasus Di SMPN 2 Ponorogo)," *Educan : Jurnal Pendidikan Islam* 1 (2017).

¹⁰ Baqiyatush Sholihah, "Evaluasi Dan Supervisi Program Pembelajaran Al-Qur'an Di Sekolah Dasar Islam Bilingual An-Nissa Semarang," *Jurnal Tarbawi* 15, no. 1 (2018).

¹¹ Yuanda Kusuma, "Model-Model Perkembangan Pembelajaran Btq Di Tpq/Tpa Di Indonesia,'" *JPAI: Jurnal Pendidikan Agama Islam*, 1 (2018): 46-48.

not known at all, learning starts from the easiest to the hardest, and learning starts from simple and concise to detailed things.¹²

The flutter method was compiled by Hj. Erweesbe Maimunati, SH, who is the daughter of the composer of IQRO' KH. As'ad Humam, this book was compiled based on his trials and experiences teaching children to read the Koran for a dozen years, starting from teaching the Koran at the Baiturrahman Mosque in Kotagede Yogyakarta, then helping his father start the Al-Quran Kindergarten and writing the IQRO book.¹³ This method emphasizes the mastery of the Makharijul letters. Letter recognition in this method starts from letters that sound almost the same, then almost has the same pronunciation, and so on. Kibar is an accelerative method that immediately introduces conjunctive letters and does not repeat many examples, making it faster and more fluent in reading the Qur'an.

KIBAR is a revolution in previous methods of reading the Qur'an. This method is arranged in an applicable and effective manner, so as to make it easier for children to be able to read the Qur'an properly and correctly in a relatively short time. KIBAR is a modern method of how to read the Qur'an which is arranged according to the development of the child's character. The kibar method is: a method that is arranged in an applicable and effective manner, making it easier for children to read the Koran properly and correctly in a relatively and short tempo, and the Transformation stands for KIBAR which stands for Creative, Innovative, Brilliant, Active, Religius.¹⁴

The learning carried out is a set of teaching methods in which teaching activities are separated from learning activities. Kibar BTHQ activities for the SD Muhammadiyah Karangkajen level, are held from Monday-Thursday starting at 07.00-08.00. Each student has been divided into several groups, and in 1 group consists of 7 students and 1 tutor. And in the implementation of this activity, each tutor is required to provide an assessment after the child has deposited his BTHQ. This strategy is supported by the use of youtube video media as an amplifier. In the era of increasingly sophisticated technology, the internet can be a medium of communication in the learning process, as well as can act as a source of learning.

Back to the work program of the initial goal, that is, every work program or activity has a goal to be achieved. Although each journey has its own twists and turns, but a goal will get good results if done with the maximum. Researchers analyzed that each child has a different character. Me

anwhile, how to teach the Iqro Kibar book is adjusted to the teaching instructions that have been written in the preparation of the book.

¹² and P A Ningrum Aqmal, R, N Ajmain, "Upaya Meningkatkan Motivasi Baca Tulis Quran Secara Online Di TPQ Bustanul Ulum Desa Teluk Bakau Kabupaten Bintan Pada Masa Pandemi Covid-19," *Advances in Humanities and Contemporary Studies* 2 (2021).

¹³ Elvi Rahma, "Efektivitas Metode Kibar Dalam Pembelajaran Al-Qur'an Pada Taman Pendidikan Al-Qur'an," *Jurnal: El Rusyd* 4, no. 1 (2019).

¹⁴ Hasbiyallah Finna Baity Janah, Muqowim, "Evaluasi Pembelajaran Bthq Kibar Di Masa Pandemi Covid-19 Di Smp Mugadeta Muhammadiyah 3 Depok," *Jurnal Keislaman Dan Ilmu Pendidikan* 4, no. 3 (2022).

2.2 Factors Affecting Students' Cognitive Ability in BTHQ Learning Through the Kibar Method

Cognitive abilities are the basis for the development of intelligence in children.¹⁵ According to Mayer (1996), "cognition refer to all the mental activities associated with thinking, knowing, and remembering".¹⁶ Can be concluded that thinking or cognition is the mental activity associated with processing, understanding, and communicating information. these mental activities including logical and sometimes illogical ways in which we create concepts, solve problems, make decision, and form judgment. In other literature, there is a definition of cognition briefly and concisely that is what is known and what is thought by someone.¹⁷ Of course, there are several factors that affect the cognitive abilities of students at SD Muhammadiyah, namely from themselves, their parents and the environment. But at this time what affects students' cognitive abilities is the lack of student interest in learning and repeating the reading in the Kibar book. YouTube media that can be used as a tool in this activity has both positive and negative aspects. From the positive side, students use the media as a memory booster for BTHQ learning which can make it easier for tutors and students to carry out the learning process and for the negative side, namely difficulties in the network, because there are some students who live in rural areas so the network is difficult to obtain.

Based on interviews with tutors that students' cognitive abilities can be influenced by various factors, namely internal factors and external factors.¹⁸ The internal factor that affects the cognitive abilities of students in SD Muhammadiyah is himself, because if students are diligent in learning and repeating their own memorization, the results of students' cognitive scores are good, and vice versa. While external factors that affect cognitive abilities for students are parents, schools and the environment.

In this ongoing learning process, there were several problems and obstacles experienced by the tutor and students in the ongoing BTHQ activities. One of the factors that inhibit cognitive in online learning that occurs in students at SD Muhammadiyah is that there are some students who forget their BTHQ schedule, students fall asleep during BTHQ hours, and there are some who often get permission not to take part in learning for several reasons. As research conducted by researchers, obstacles in implementing online learning can occur, namely the lack of preparation from several parties involved in the learning system. In addition, there is also a lack of motivation and support from parents who tell students about this BTHQ learning.

Therefore, every teacher must have a high level of desire so that the implementation of BTHQ can run properly. As for the results of research conducted by researchers through observation, documentation and interviews with BTHQ Tentors, researchers found several strategies that can be carried out by tutors and class teachers in improving cognitive abilities in students, namely by providing

¹⁵ Nurhayati, Ayu Purmanasari S, "Faktor-Faktor Yang Mempengaruhi Kemampuan Kognitif Anak Usia 5-6 Tahun Di Taman Kanak-Kanak," *KINDERGARTEN: Journal of Islamic Early Childhood Education* 1, no. 2 (2018).

¹⁶ Desmita, *Psikologi Perkembangan Peserta Didik*.

¹⁷ Kusdwiratri Setiono, *Psikologi Perkembangan* (Bandung: Widya Padjajaran, 2009).

¹⁸ Nujumul Laili, "Upaya Guru PAI Dalam Meningkatkan Kemampuan Kognitif Siswa Pada Mata Pelajaran'," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 4 (2021): 45.

knowledge, understanding and good reading methods using makharijul letters, provide advice or motivation so that children take BTHQ on time, provide educational punishments for students who do not tell the reason why they do not participate in BTHQ activities, as a tutor must be able to overcome the low cognitive abilities of students, and evaluate after the BTHQ activity, so that children can always remember the BTHQ reading letters in their Kibar book.

Discussion

Based on interviews with tutors that students' cognitive abilities can be influenced by various factors, namely internal factors and external factors.¹⁹ The internal factor that affects the cognitive abilities of students in SD Muhammadiyah is himself, because if students are diligent in learning and repeating their own memorization, the results of students' cognitive scores are good, and vice versa. While external factors that affect cognitive abilities for students are parents, schools and the environment.

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Learning to read and write the Koran has essentially emerged along with the entry of Islam in Indonesia. Where the meaning of learning is Transfer of Knowledge, then the process of learning the Qur'an will occur naturally.²¹ Parents have a great influence on students, from the educational background of parents, and the way parents guide students has a very high role in this activity. Parents must support and motivate their children in this BTHQ activity. And schools also have an important role in students' cognitive, with how the competence of teachers and how teachers or tutors teach BTHQ material and how tutors can condition BTHQ activities in a good and fun way.

As it has been understood that learning institutions that play a very important role in the BTHQ learning process are Tutors who know better about the strengths and weaknesses of students. In general, according to the expert, there are three main principles that must be considered by the tutor in the field of study, namely: Learning begins with things that are known to students to things that are not known at all, learning starts from the easiest to the hardest, and learning starts from the simple and concise to the detailed.²²

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¹⁹ Laili.

²⁰ Finna Baity Janah, Muqowim, "Evaluasi Pembelajaran Bthq Kibar Di Masa Pandemi Covid-19 Di Smp Mugadeta Muhammadiyah 3 Depok."

²¹ Kusuma, "Model-Model Perkembangan Pembelajaran Btq Di Tpq/Tpa Di Indonesia'."

²² Aqmal, R, N Ajmain, "Upaya Meningkatkan Motivasi Baca Tulis Quran Secara Online Di TPQ Bustanul Ulum Desa Teluk Bakau Kabupaten Bintan Pada Masa Pandemi Covid-19'."

learning environments.²³ One of the achievements, namely the cognitive aspects of students. The cognitive aspect in Islamic education is an integral part that requires its own assessment technique, in order to measure the extent to which students' understanding of the material provided. This cognitive domain is related to mastery or understanding of the content of the lesson material. Cognitive is a domain that includes mental activity or everything related to brain activity. This means that the assessment is carried out thoroughly on the ability to think, memorize, understand, apply, analyze, synthesize and evaluate the ability.²⁴

Conclusion

From the results of the research above, it is concluded that the BTHQ learning curriculum in assessing the cognitive aspects of students is that there are several obstacles in carrying out learning that can occur, namely the lack and lack of preparation from several parties involved in the learning system. In addition, there is also a lack of motivation and support from parents to students regarding this BTHQ learning. And strategies to overcome in order to improve students' cognitive abilities are by providing knowledge, understanding and good reading methods using *makharijul* letters, providing advice or motivation so that children follow BTHQ on time, providing educational punishments for students who do not update the reason why he did not participate in the BTHQ activity, as a tutor must be able to overcome the low cognitive abilities of students, and conduct an evaluation after the BTHQ activity.

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²³ Rezeki, "Teknik Pelaksanaan Evaluasi Pembelajaran Pendidikan Agama Islam Berbasis Online Masa Pandemi Covid-19'."

²⁴ Dedi Rosyidi, "Teknik Dan Instrumen Asesmen Ranah Kognitif," *Jurnal Tasyri 9*, no. 2 (2020).

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