

# The Effectiveness Of Metacognitive And Savi Strategies In Improving The Mastery Of Al-Quran Skills

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**ABSTRACT :** *Students 'mastery of the method of Iqra' is a major factor in their success in mastering the recitation of the Qur'an well and smoothly. The method developed by a famous scholar from Indonesia has been widely used in learning the basics of the Qur'an in Malaysia. Currently this method is accepted as one of the main methods in learning the basics of the Qur'an in primary schools in Malaysia. However, this method is not free from weaknesses that need to be improved with the introduction of new methods and approaches. This study aims to introduce and test the effectiveness of Siqra 'method which is a method built based on Iqra' method and improved by absorbing metacognitive strategies synonymous with self regulation (Preview: Question, Read, Reflect, Recite and Review) to help the teaching and learning process to produce materials that are more interesting to students and SAVI models (Somatic, Auditory, Visual & Intellect). This paper aims to explain the effectiveness of the methods of iqra 'and siqra' in improving the mastery of al-Quran skills of primary school students.*

## 1. INTRODUCTION

Islam places a great responsibility on every educator consisting of teachers, parents or members of society to teach, shape and educate every human being from the time he is born again. Every child born into this world has the right to education and learning according to their abilities, talents and preparations (Abdullah Nasih Ulwan, 1981).

Allah SWT sent down the mashaf al-Quran to Prophet Muhammad SAW as a guide to mankind. According to jasm (2013) Allah has arranged and arranged perfectly every process of dissemination, education and teaching of the Quran. As explained by Allah SWT in His word:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ (٩)

Meaning:

Islam places a great responsibility on every educator consisting of teachers, parents or members of society to teach, shape and educate every human being from the time he is born again. Every child born into this world has the right to education and learning according to their abilities, talents and preparations (Abdullah Nasih Ulwan, 1981).

In today's globalized and challenging world, competition exists not only in terms of needs and material but also in terms of mental and intellectual. In this case, individuals need to drive life forward more dynamically and quickly in order to achieve success and be in line

among the intellectuals. Thinking activities are among the key factors that make human beings successful. According to Imam Hasan al-Basri, thinking for a moment is better than standing for prayer at night. While in the Qur'an, Allah repeatedly calls for human beings to always think and optimize the use of the intellect through hearing, sight, study, reflection and take lessons from every event that occurs in all aspects of life (Zainorah Binti Kadri, 2015)

The word of Allah which reads:

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ (١٩٠)

Which means: Verily in the creation of the heavens and the earth, and the alternation of night and day, there are signs for men of understanding.

According to Tafsir Ibn Kathir "There are signs for the rational people" are those who are perfect and have intelligence, because only in this way can know everything clearly and clearly in the essence of each.

The word of Allah again in the next verse:

الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ (١٩١)

Which means: (That is) those who remember Allah while standing, sitting and while lying down. And they think of the creation of the heavens and the earth, (then pray), "Our Lord, You did not create all this in vain. Glory be to Thee. So protect us from the punishment of the Fire. "

From the words of Allah SWT, thinking about the wisdom contained in every creation can prove the greatness of Allah SWT. There is therefore a need for efforts to stimulate human thinking skills from an early age. Several studies related to the learning process state that there are two important elements that are directly and indirectly involved in the thinking process. The element is a cognitive process that is the core of the model in thinking activities. While the second element that is considered important by researchers to help the thinking process is metacognitive. (Jl.Kharuddin Nasution 2011) Therefore teachers play an important role to improve knowledge and knowledge related to metacognitive strategies because it is an effort to increase students' awareness of the learning process or also known as cognitive processes.

Learning begins with the skill of mastering Iqra 'until proficient in reciting the Qur'an in tajwid in primary school was introduced by Dato' Seri Abdullah Ahmad Badawi in 2003 to ensure that the knowledge learned for a student continues to grow over time. The idea by him came after he attended an official visit to the Ministry of Education to discuss the issue of primary school education and Islamic Education until the implementation of the J-Qaf program in 2005 (MOE, 2004).

However, in the seriousness of the effort there are still groups of individuals who face problems in learning which causes their efforts to move forward a little slowed and relatively slow, especially problems in remembering the facts in certain subjects. This situation cannot be allowed to continue to plague students and must be addressed immediately so that the learning process can take place well and interesting and then be able to compete to lead the world together.

Every student needs to have memory skills to facilitate the learning process in life. Remembering is one of the skills that can be learned and nurtured in oneself rather than one's

natural talents or gifts. A student's learning style is different from that of other students. Some prefer to study individually, in groups, observation, study, discussion, in a quiet or noisy environment. In the SAVI learning model (Somatic, Auditory, Visual, Intellectual) students may be able to learn better especially by combining all the learning skills they have which consist of aspects of physical movement skills (somatic), speech and hearing (audio), observation and vision. (visual) and problem solving (intellectual).

## 2. LITERATURE REVIEW

This literature review involves the process of reading and taking notes from past studies relevant to the research conducted. It becomes a basic guide that shows the way to the researcher about what to study. As a result of the highlights of this past study, we can identify the knowledge gaps that lead us to the problems of the study. This literature review helps give new ideas to researchers. There are many studies that have been conducted by previous researchers on the techniques and methods of mastering the recitation of the Qur'an, but comparative studies made on the effectiveness of the method of Iqra 'is still lacking.

A study by Kusniya & Arif Muchyidin (2013) entitled *The Influence of the Application of SAVI Learning Model (Somatic, Auditory, Visual, and Intellectual) on Students' Geometric Thinking Ability (Experimental Study on Class VII Students of SMP Negeri 1 Gegecik Cirebon on the Subject of Building Flat Side Space)* in this study explains how the influence of SAVI learning (Somatic, Auditory, Visual, And Intellectual) can help students master the concept of Geometry. The results of the study found that students who used the SAVI learning model (Somatic, Auditory, Visual, And Intellectual) showed better achievement than the group of students who used normal learning methods.

The study of Norsyida Md Zin, Sedek Ariffin & Norhidayah Yusoff (2014) entitled "Effectiveness of Iqra 'and Al-Baghdadi Techniques: A Comparison" focuses on Iqra' techniques and Al-Baghdadi techniques that are used and developed rapidly in the Al- - Qur'an in Malaysia today. The choice of both techniques in this study is because the Iqra 'technique is a technique of teaching the Qur'an that is officially used in the syllabus of the Integrated Primary School Curriculum (KBSR) and the Primary School Standard Curriculum (KSSR) in all primary schools. throughout Malaysia. Meanwhile, the Al-Baghdadi technique founded by Ustaz Jalaluddin bin Hassanuddin from Batu Caves, Selangor is an alternative and latest Qur'anic reading technique that now has almost 300,000 students and has 471 branches of the Al-Baghdadi Learning Center (ALC) in the whole country. This study focuses on a comparative study between these two techniques of learning to read the Qur'an. The researcher also included five other techniques for learning to read the Qur'an, namely Baghdadiyyah, Qiraati, Hattawiyyah, al-Barqy and al-Matien techniques. Focus is also given to the methodology or method of reciting the Qur'an which is applied through the techniques of Iqra 'and Al-Baghdadi in the teaching and learning process. Certainly the two techniques studied have their differences. This researcher also made a slight difference in this study where the test of reading the Qur'an on the respondents was done by using both Iqra 'and Al-Baghdadi techniques to measure the level of their ability to read the Qur'an well in addition taking into account the law of Tajwid.

Nor Musliza and Mokmin's (2015) study entitled *Qur'anic Learning Based on VAK Learning Techniques and Styles (Visual, Auditory and Kinesthetic)* focuses on the selection of VAK (Visual Auditory Kinesthetic) learning styles that can support different individual needs in terms of style learning in the study of the Qur'an. This study uses an experimental qualitative

approach that aims to determine whether there is a significant influence of the use of VAK learning style model on memorization and understanding of the Qur'an that is between the experimental group (which uses VAK learning style model) with the control group (which does not use VAK learning style model) on students. The results of this study are expected to be able to ensure that the process of learning the Qur'an, especially memorization and understanding of the Qur'an reaches the optimum level of the individual and retain it in memory.

Nurfadilah and Muhammad Mustaqim's (2013) study entitled "Mastery of Qur'anic Reading Skills in the j-QAF Program: A Case Study in Dato 'Demang Hussin National School, Melaka" discusses the level of Qur'anic reading proficiency among Year students Six who follow the teaching and learning process of the j-QAF program at Sekolah Kebangsaan Dato 'Demang Hussin, Melaka. A total of 130 respondents were selected at random and tested on their level of reading the Qur'an. The results of the study and analysis of the Qur'anic recitation test conducted showed that a total of 75 students could read the Qur'an fluently and with tajwid, 17 students could read moderately and less with tajwid and 38 students were weak in reading Al- Qur'an.

A study conducted by Mohamad Naim Mat Salleh (2008) in Norsyida, Sedek & Norhidayah (2014) entitled "Achievement of Al-Qur'an Recitation Through j-QAF Program for Primary School Students in Setiu District, Terengganu" aims to identify the level of achievement basic skills of Al-Qur'an recitation and Al-Qur'an illiteracy level based on the use of Iqra 'method through j-QAF program among first year students of national primary schools in Setiu district, Terengganu. The study was conducted in the form of a survey that uses questionnaires, achievement records and interviews as a tool to gather information. This study involved a total of 193 students and 16 teachers from five national primary schools in Setiu district, Terengganu. The main findings of his study showed that only 10.9% of students could read the Qur'an, while 89.1% could not read the Qur'an. This shows that the teaching and learning of Al-Qur'an recitation based on the method of Iqra 'is not implemented properly as recommended by the founder of the method. According to him, the objective of reciting the Al-Qur'an under the j-QAF program which wants all first year students in the first six months to master the skills of reading the Al-Qur'an has not yet been achieved.

Similarly, a study conducted by Mohd Alwi Yusoff, Adel M Abdulaziz and Ahmad Kamel Mohamed (2003), Kolej Universiti Islam Malaysia entitled "The Effectiveness of Iqra 'as a Method of Learning to Read the Qur'an" aims to see the effectiveness of Iqra 'as a method of learning reading the Qur'an in schools in Malaysia. The study was conducted in 27 schools in several states under the Ministry of Education Malaysia and 6 private religious schools. The results show that the use of Iqra 'method in general has a positive effect on the achievement of teaching and learning of the Qur'an in national primary schools.

Asrol Hasan (2012) conducted a study related to Iqra 'entitled "Fun Iqra'-New Teaching Aids in Learning the Basics of the Qur'an for Pre-School Children". The study is focused on Learning the Basics of Al-Qur'an Recitation, which is the introduction to the single letters of Hijayah to pre-school children by adapting the method of Iqra 'and learning while playing. This approach according to the findings of this study not only increases understanding but provides more fun in the classroom without experiencing any stress throughout the learning process. The researcher also managed to design a new teaching aid in the form of an

educational game called "FUN IQRA " which refers more to the book Iqra' 1 so that they can recognize, read and spell the single letters of Hijayah more smoothly.

These teaching aids have been tested in two selected private pre -schools around the Klang Valley. The experimental study method was conducted on 40 preschool children aged four and five years of which 20 of them were exposed to the method of learning through play. Three types of assessment were used on these children, namely summative (pre-test/post-test) and formative assessment for the researcher's observation in the classroom. The findings of the study showed that the rapid understanding of the experimental group in the two selected preschools with a comparison of the initial test (pre-test) to the final test (post-test) after using the educational game "FUN IQRA ".

Studies related to Iqra 'have also developed widely in Indonesia, especially because the method of Iqra' originated from there. Among the related studies is the one conducted by Marlina Marzuki (2012) entitled "The Ability to Recognize Hijaiyah Letters in Students Who Learn to Read and Write the Qur'an with the Method of Iqra ". He studied the ability of the introduction of Hijaiyyah letters to religious students who learn the skills of reading the Qur'an through the technique of Iqra '. A total of 40 students aged between 10 to 12 years were involved in this study. The results of the study found that many participants who used the Iqra 'technique were not able to pronounce the names of the letters Hijaiyyah correctly even though they were able to read the Qur'an well.

According to Sapie Sabilan (2018) there are still students who have not mastered the Quran even though the student is already in year 5. The teaching and learning process is a two-way relationship between teachers and students. The issue of reciting the Al-Quran which includes aspects of oral skills, reading fluency, fasahah skills, recitation with tajwid and recitation in tadwir and tartil among Muslim students occurs either at the primary, secondary school level or in Institutions of Higher Learning (Mohd Faisal, Zawawi & Rahimi, 2008). A study conducted by Hajarul Bahti Zakaria (2010) found that students who do not have a strong foundation in Quran reading skills and are given less attention since primary school level again. Aspects of learning methods implemented in the classroom were found to be less effective on the mastery of reading the Quran among students even though they had been taught for six years at the primary school level. Therefore, the method of learning Tilawah al-Quran at the primary school level needs to be improved to overcome the problem (Hajarul, Huzairi, Haidayat, Hayati and Nabiroh, 2010).

Based on some problems presented from previous studies, the researcher concluded that there are three aspects that need to be given special attention in the production of e-Siqra ', namely the improvement of the approach used by teachers in teaching and facilitation (PdPC), the need for additional materials that are interesting to students. so that they can do self -study after completing their studies in school and create a platform that is accessible to parents when they need additional materials to help their children at home.

Researchers take proactive steps by absorbing metacognitive strategies that are synonymous with self -regulation (Preview: Question, Read, Reflect, Recite and Review) to help the teaching and learning process to produce material that is more interesting to students. In line with the rapid development of information at this time needs to be balanced with a variety of appropriate strategies. Students are not only taught to master cognitive skills alone, but teachers also need to train students how to monitor and self-regulation such as planning, monitoring and evaluating each learning process. Metacognitive strategy is a person's

knowledge with respect to his cognitive processes and products or something that is directly related to those processes and products (Flavel 1979). According to Eri Sarimah (2018) metacognitive is one of the latest studies in the field of educational psychology that is often associated with the activity of "thinking about thinking" Metacognitive is an adjective of metacognition.

There needs to be a better method to support continuous learning activities even when students are at home. The process of self-learning known as self-Regulated learning is able to direct the mind through the process of Recall and remind which aims to build the inner confidence of students to continue learning even without pressure and encouragement from those around them (Zimmerman 2008). According to Eri Sarimah 2018, there is a study and analysis done on teaching preparation documents and found that the need for teachers to optimize learning activities that involve the thinking process among school children so that they can master reading skills well.

Metacognitive strategies absorbed in the reading process can enhance an individual's cognitive, linguistic and social abilities (Takavoli 2014). Therefore, metacognitive strategies are very important to be applied by teachers in every teaching and facilitation (PdPc) so that students are aware of their cognitive abilities and know how to learn and master learning strategies that are better and more effective.

### **3. CONCLUSION**

Efforts to improve the mastery of Qur'anic skills among pupils and school students by Islamic Education teachers in the country will never stop even though the quality of religious education is increasing day by day with the increasing sophistication of technology and the existence of various gadgets. This is because technology and gadgets cannot at all replace a teacher who has various advantages in physical, emotional, spiritual and intellectual forms.

Islamic education and especially Al-Qur'an education is an area that requires teachers to provide services in a comprehensive and integrated manner. Not only do they need to educate their students to pass the exams by getting A or A+ excellence but also more importantly is to inject spiritual values and sincerity in their students. Qur'anic education is in the form of "from the cradle to the grave". Its importance does not stop with the completion of a student from learning in school at a certain level. All the skills they learn in Qur'anic education will be used in their daily lives to achieve happiness in this world and the hereafter.

This study was initiated to the awareness that improvements need to be made from time to time to the methods and approaches of learning the Qur'an to adapt to the different needs that are constantly changing in society and generations of children of this age and the future. Although this study is a small study it is hoped that it will be able to have a significant impact on the target group especially Islamic Education teachers, primary school students and to the researchers themselves. Hopefully this small effort can be a supply to researchers and teachers to the eternal world after this. May Allah S.W.T facilitate all efforts to develop such a study in the future.

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