

 — FAI UNISMUH MAKASSAR —	International Conference on Actual Islamic Studies		
	Vol. 3, No. 1,	August 2024	e-ISSN: 2988-7925

Qur'an Tourism as a Solution for Islamic Da'wah in the Social Era 5.0

Wisata Qur'an sebagai Solusi Dakwah Islam di era Society 5.0

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Abstract

Keywords: All In One System Learning, Improving Learning Outcomes.

The purpose of this study is to determine the application of all in one system teaching to improve the learning outcomes of grade VII students at MTs Muhammadiyah Lempangang. The type of research used is classroom action research which consists of 2 cycles. The subject of this study is grade VII students of MTs Muhammadiyah Lempangang. The data collection technique carried out consists of observation and tests. The results of the study show that the implementation of *the All In One System* can improve the learning outcomes of Arabic students in grade VII. This can be proven in cycle I where student learning outcomes have an average score of 71.2 which is still in the poor category, while in cycle II student learning outcomes have an average score of 75.5 which is in the good category. For the completeness of student learning outcomes in cycle I is 52% and cycle II is 76%. The factors that affect the increase are more intensive mentoring, motivation from the teacher.

Abstract

Kata Kunci: Pembelajaran All In One System, Meningkatkan Hasil Belajar.

Tujuan penelitian ini untuk mengetahui penerapan pembekajaran all in one system terhadap peningkatan hasil belajar siswa kelas VII di MTs Muhammadiyah Lempangang. Jenis penelitian yang digunakan yaitu penelitian tindakan kelas yang terdiri dari 2 siklus. Subjek dari penelitian ini adalah siswa kelas VII MTs Muhammadiyah Lempangang. Teknik pengumpulan data yang dilakukan terdiri dari observasi dan tes. Hasil penelitian menunjukkan bahwa penerapan *All In One System* dapat meningkatkan hasil belajar Bahasa arab siswa kelas VII. Ini dapat dibuktikan pada siklus I Dimana hasil belajar siswa memiliki nilai rata rata 71,2 yang masih dalam kategori kurang baik, sedangkan pada siklus II hasil belajar

siswa memiliki nilai rata-rata 75,5 yang termasuk kategori baik. Untuk ketuntasan hasil belajar siswa pada siklus I yaitu 52% dan siklus II 76%. Faktor yang mempengaruhi adanya peningkatan yaitu adanya pendampingan yang lebih intensif, adanya motivasi dari guru pelajaran.

INTRODUCTION

Language is a tool to acquire Islamic knowledge, especially to master the meaning of the Qur'an and Hadith. Studying Islamic knowledge can understand books in various disciplines, such as the science of fikhi usul fiqhi, since Islamic culture, aqidah, morals and so on. Therefore, many Islamic science reference sources are written in Arabic. So the importance of learning Arabic in order to understand various Islamic disciplines, with mastery of Arabic can also make it easier for children to read books and interpret based on predetermined rules (Husen: 2016).

Arabic is the language of the Qur'an, the language of communication and information for Muslims. Arabic is also the key to learning other sciences. It is said that this is because many books on various kinds of science in ancient times were written using Arabic. So, if you want to master the knowledge in these books, you must first learn Arabic. Arabic in its development phase has been made an official language of the international world and this is very encouraging for all of us. Therefore, teaching.

Arabic needs to receive special emphasis and attention starting from the elementary / MI (elementary school/madrasah ibtidaiyah) level to

higher education institutions to be encouraged and taught. In addition, Arabic has a special distinction compared to other languages, because of its high quality literary value for those who study it, and Arabic is also destined as the language of the Qur'an that communicates the words of Allah swt.

As Allah swt.

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Translation:

Indeed, We have made the Qur'an in Arabic so that you may understand it. (QS. Az-zukhruf verse 3).

This All In one *approach* views that language as a system consists of functional elements that show an integral unity. Therefore, the lack of one element or sub-system in a system will cause disturbances and obstacles for other elements. The language subsystem in question consists of sound, vocabulary, sentences, and spelling (writing). This approach assumes that language teaching should begin with teaching the ability to listen to or listen to the sounds of language in words or sentences, and practice pronunciation before reading and writing lessons are conducted. So, the order of teaching language skills is listening (*al-istima'*),

speaking (*al-kalam*), reading (*al-qira'ah*), and writing (*al-kitabah*).

Based on the problems in MTs Muhammadiyah Lempangang, grade VII students are still very low in the ability to listen (*al-istima'*), speak (*al-kalam*), read (*al-qira'ah*), and write (*al-kitabah*). This is because students have not been trained, thus affecting their Arabic language skills.

Learning here is not only teachers who are required to be active, but students are also required to be active, so that they are able to master the material that has been given, because in this process student active learning is more dominated. Here, the researcher wants to prioritize grade VII students, because according to the researcher, grade VII is still classified as beginners, so that in the next level of learning students do not feel too difficult, especially in the ability to listen, speak, read and write. Departing from the problems that occurred, the researcher wanted to study and research this matter, by conducting a study in the form of Classroom Action Research on "The Application of *All In One System* Learning to Improve the Learning Outcomes of Grade VII MTs Muhammadiyah Lempangang Students".

RESEARCH METHODS

The type of research that will be used in this study is Classroom Action Research (PTK). PTK is a research that uses several cycles, each cycle has four stages, namely planning, action,

observation and reflection, which are designed to find and solve learning problems that occur in the classroom.

This class action research uses the Kemmis and Mc Taggart models. This model essentially consists of four components, namely planning, action, observation, and reflection. In its implementation, the Kemmis and Mc Taggart models combine action and observation. This is done because in its implementation the research action component is inseparable from the observation component. The research components in the Kemmis and McTaggart models are a cycle of actions that are carried out in one lesson. This class action research (PTK) is planned in two cycles. Each cycle of this research will be carried out three times and one evaluation.

Research instruments are tools used in carrying out research so that they can run systematically and structured. Therefore, to obtain data relevant to the problem being studied, the research instruments that are considered appropriate to be used are:

1. Observation sheets are in the form of notes about the situation and learning conditions of students regarding student attendance, attention and student activeness in participating in the teaching and learning process.
2. The Arabic learning achievement test is in the form of an assignment carried out at the end of each cycle meeting which is used to determine the level of success of students in mastering Arabic learning material

after following the learning process that can be seen in the grades obtained.

3. Documentation is a record in the form of events that have passed. With documentation techniques, researchers obtain information from various written sources or documents in informants or places where the informant lives or carries out daily activities. Documentation techniques are complementary to the use of observation and interview techniques.

Obtaining data that is in accordance with the problem of this research, the researcher's technique uses several techniques in data collection, namely:

1. The observation technique is a way of collecting data by observing student activities during learning. This method is used to obtain data that can show the management of the Recitation Method by teachers and student participation as a whole. This observation sheet measures individually and in class for brand learning activity.
2. The test technique is used to measure students' ability to the material that has been taught so that the learning outcomes obtained by each student can be determined. This test is performed at the end of each cycle's meeting.

Data analysis, the researcher compares the results of the notes made by the researcher himself with

the notes of the collaborators. With this comparison, the element of subjectivity can be reduced. The results of the study were carried out in qualitative descriptive and quantitative descriptive.

The indicators of success in this study are:

1. Students are active in the Arabic learning process by using *the All In One System*.
2. Students score 75 or more in learning Arabic using *the All In One System*.
3. The completion of the learning outcomes of grade VII students reached 75%-90%

RESULTS AND DISCUSSION.

Through the observations that have been made, the researcher is interested in taking the *All In One System* method as a method to be used when teaching to find out if there are changes and improvements in the learning outcomes of grade VII students.

The results of the research that has been carried out. Results were obtained stating that there was an increase in lesson outcomes using *the All In One System*, which can be seen from the table below:

Based on the table, it can be seen that the score at the time of the initial test that has been carried out before applying the *All In One System method* has an average value of 69.1. Then the next test was carried out in the first cycle which got an average of 71.2 while the second cycle was 75.5.

This score shows that there is an increase in Arabic learning outcomes for grade VII students of MTs Muhammadiyah Lempangang using the *All In One System method*.

The results of the completeness of student learning outcomes after taking the test. It can be seen from the following table:

Completeness of Learning

Outcomes

Information	Initial test	Cycle I	Cycle II
Result Value (%)	60%	52%	76%
Number of students who scored ≥ 75	15	13	19

The table above shows the acquisition of scores with a very far comparison from the initial test. In the initial test, only 15 people managed to get a score of 75 or were considered complete with a learning outcome of 60% in Arabic lessons.

So the researcher started learning using the *All In One System method*, after that the researcher took the test in the first cycle but only 13 people managed to complete it with a score of 52%, because of several factors,

Information	Initial test	Cycle I	Cycle II
Average score of student learning outcomes	69,1	71,2	75,5

namely: there are still some students who do not understand how to use *All In One System method*, there are still some students who do not know about the maharah kitabah. so that the completeness does not reach the target, it is continued in cycle II and gets a result of 76% learning completeness with a total of 19 people who complete.

Based on these results, it can be concluded that there is an increase in learning outcomes that have met the criteria of the success indicator with a learning outcome completeness value of 76%.

CONCLUSION

From the results of the class action research, it can be concluded that the implementation of the *All In One System* learning in improving the learning outcomes of grade VII MTs Muhammadiyah Lempangang has increased learning outcomes during the implementation of the *All In One System*. The learning process is carried out according to the implementation plan (RPP) so that there has been an increase in student learning outcomes in each indicator of cycles 1 and 2 during the learning process. The percentage of increase in learning outcomes in Cycle I was 52% with an average score of 71.2

then in Cycle II with a percentage of 76% with an average score of 75.5.

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