

SOCIALIZATION OF THE TAMYIZ METHOD FOR ISLAMIC RELIGIOUS EDUCATION TEACHERS

By :

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Abstract

Implementation of the Tamyid Method as Accelerated Learning in the translation of the Qur'an as a focus of Research and Community Service (PkM) is a form of actualization or a form of community service work in disseminating and providing assistance to Islamic Religious Education (PAI) teachers so that they are qualified and professional in carrying out their duties. The task of fostering and developing competence for students, especially Middle School Students/Students/Pondok Pesantren Bayt Tamyiz, Tukdana District, Indramayu Regency. These activities are designed to realize students who can develop their potential optimally. To realize this, Islamic Religious Education (PAI) teachers must understand and be able to implement it in the learning process. The role of PAI teachers must also be able to socialize in the learning process through the Tamyiz Method as Accelerated Learning in the translation of the Qur'an, which is a necessity that should be considered because it has a role in efforts to improve student learning outcomes. The purpose of this community service is to describe the role of PAI teachers in the form of assistance in improving student learning outcomes. PAI teachers improve student learning outcomes in their collective contribution through the Islamic Religious Education Subject Teacher Consultation (MGMP PAI) and as coaches, which are specifically implemented to assist schools/institutions/communities. Socialization of the Tamyiz Method for Islamic Religious Education teachers will determine success in improving the quality of student learning outcomes because the Tamyiz method is straightforward and fast in learning, memorizing, understanding, appreciating, and translating the Qur'an.

Keywords: Socialization, Tamyiz Method, Islamic Religious Education Teacher.

1. INTRODUCTION

Various problems faced by the Indonesian people in improving the quality of education/learning, one of which is the implementation of education/learning management that has not been optimal. Management, in a narrow sense, is defined as management. Educational management is a science that studies an arrangement of academic fields carried out through planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, evaluating, and reporting activities systematically to achieve educational goals systematically. quality (Engkoswara & Aan Komariah, 2015)

Educational management is the whole process of cooperation by utilizing all available and appropriate personnel and material resources to achieve the educational goals that have been set effectively and efficiently (Djam'an Satori, 2012).

In formal, informal, and non-formal education, the quality of education refers to the planning, processes, and outcomes of education. Quality in planning refers to how to make careful planning in education, such as making learning implementation programs, good school principal programs, making clear visions and missions, good student input, facilities, and infrastructure used, sufficient funds, institutional collaboration with the

community, orderly unity, continuous guidance and counseling, good library management, good laboratory management, as well as various programs or implementation of different things that support educational progress (Fauji et al.,2020).

The quality of the process refers to the implementation of learning and its effectiveness in the learning process, including supporting elements for achieving optimal results, such as implementing learning with a predetermined curriculum, Learning Implementation Plans (RPP), Learning Implementation, Learning Implementation Evaluation, and others. The quality of the results refers to the outputs and outcomes of students (Munjin, 2017). Creation is declared qualified if students' academic and non-academic results are high. Products are declared qualified if graduates are quickly absorbed in the world of work, all parties recognize the greatness of graduates and are satisfied with the competencies (Widya, 2019).

Quality in the context of learning outcomes refers to student achievement/study outcomes achieved by students after completing the learning process within a certain period, such as semester final exams, national final exams, and others (Gumiandari et al.,2021). Achievements achieved or educational outcomes (student achievement) can be from tests of academic ability results or achievements in other fields, such as sports, arts, and skills. School

achievements can be in intangible conditions, such as an atmosphere of discipline, intimacy, mutual respect, cleanliness, and so on (Sowiyah, 2016).

Learning outcomes in learning by implementing the Tamyiz Method as Accelerated Learning in Al-Qur'an Translation are very interesting to study and study in researching, memorizing, understanding, living, and translating the Qur'an, making it easier for students to solve the Qur'an in a fast time according to with the curriculum that has been determined in the local content curriculum, starting from Tamyiz 1 to Tamyiz 4, in addition to studying general subjects following the education unit level curriculum.

The Real Work Lecture Program at Singaperbangsa Karawang University through the Institute for Research and Community Service (LPPM) is very enthusiastic about the Thematic-Integrative concept, especially in Community Service (PkM), which takes the topic of Socialization of the Tamyiz Method for Teachers of Islamic Religious Education (PAI), so that they can be applied in people's lives as the embodiment of the Tri Dharma of Higher Education, namely: 1) Education and Teaching; 2) Research and development; and 3) Community service (Purwanto et al., 2021).

The third Dharma, namely Community Service, related to this Research, refers to the Socialization of the Tamyiz Method for Islamic Religious Education Teachers (PAI) on the path, type, and level of education. Elements of educators, in this case, Islamic Religious Education Teachers (PAI), must implement the Tamyiz Method as Accelerated Learning in Al-Quran Translation because they can improve the quality of student learning with their role as professional educators outcomes.

The purpose of this Community Service is to improve the standard of living of the community through a series of programs and activities carried out by Unsika students. In particular, the purpose of this Community Service is directed at students as potential successors of development, Unsika as a scientific community that has a social responsibility, and government as the executor of development.

Students as future development candidates, deepen students' understanding and appreciation of the way of thinking and working in an interdisciplinary manner; 1) the use of the results of community service for development, especially for rural areas; 2) difficulties faced especially by rural communities; and 3) the overall context of development problems, in the development of rural areas; 4) Maturing students' ways of thinking in every implementation and solving community problems scientifically; 5) Provide skills to students to implement programs and community development; 6) Fostering students to become motivators and problem solvers, and 7) Provide experience and skills to students as rural cadres, so that after becoming a

graduate, they will be able to be placed anywhere (Fauziyyah et al., 2018; Ilmi, 2021).

Unlike a scientific society with social responsibility: a.) Universities will be more stable in providing knowledge or education. The results of this integration between students and the community can give birth to feedback in determining the higher education curriculum following the demands of development; b) Teaching staff will obtain valuable cases that can be used as examples in the education and teaching process, and c) Accelerate and increase cooperation between universities as centers of science and technology with the government in the implementation of development.

Government as Executor of Development. As the executor of development, the government with elements of leadership and all components (stakeholders) moves together with Universities to carry out development programs, especially following the Three Pillars of the Tri Dharma of Higher Education, namely Education and Teaching, Research and Development, and Community Service (Wildan & Fuad, 2019; Nurfitriani & Oking, 2020).

The outputs produced in Community Service (PkM) are as follows: 1) Socialization regarding the Tamyiz method as Accelerated Learning in Al-Quran Translation in Tukdana District, Indramayu Regency, West Java, which was carried out via zoom meetings and WhatsApp video calls due to the COVID-19 pandemic. It is hoped that Islamic Religious Education Teachers (PAI) will be able to implement the Tamyiz method as Accelerated Learning for students in learning, memorizing, understanding, living, and translating the Al-Quran easily and quickly; 2) Making a visual video regarding the Socialization of the Tamyiz Method as Accelerated Learning in Alqur'an Translation; c) 5M socialization (wearing masks, washing hands, maintaining distance, avoiding crowds, and reducing mobility), as a form of embodiment of concern for Unsika Real Work Lecture participants in community service in Tukdana District, Indramayu Regency; d) Community Service Outcomes, producing a reputable National Journal (Shinta category 4); e) Articles that get Intellectual Property Rights (HKI) at Singaperbangsa University Karawang.

2. METHOD

The research method consists of three types, namely quantitative, qualitative, and mixed research methods. The process in this study uses a Qualitative Research Method. Sugiyono said that Qualitative Research is "Research is often referred to as a naturalistic research method because the Research is carried out in natural settings, also known as the ethnographic method because initially this method was primarily used for Research in the field of cultural anthropology; referred to as a qualitative method because the data collected and the analysis are more qualitative (Sugiyono, 2018).

The Research Activity Plan with the Thematic-Integrated scheme starts from October to December 2021. The Research Method uses a Qualitative approach with the Tamyiz Method as Accelerated Learning in the learning process. Researchers analyzed the phenomena in the learning process with the techniques of Observation, Interview, and Documentation. Likewise, researchers will follow up on obstacles and solve problems encountered during the Research.

Partners' Contribution and Participation (MGMP PAI) in research activities with the title Tamyiz Method Socialization for Islamic Religious Education Teachers (PAI) Tukdana District, Indramayu Regency, West Java, is very supportive in the process of its activities because through Islamic Religious Education Teachers (PAI) can facilitate collaboration, socialization, and implementation of the learning process in implementing the Tamyiz Method as Accelerated Learning in Tukdana District, Indramayu Regency.

Based on the research location, this Research is a type of field research or field research. This study aims to describe the socialization of the Tamyiz Method for Islamic Religious Education (PAI) teachers in Tukdana District, Indramayu Regency, West Java Province.

3. RESULTS AND DISCUSSION

1. Implementation Time and Place

Actual Work Lecture (KKN) activities are carried out based on the Academic Calendar of the Singaperbangsa Karawang University, which is determined based on the Decree of the Chancellor of the Singaperbangsa Karawang University Number 389/UN64/KPT/2021 dated August 10, 2021, and the Decree of the Chancellor of Unsika Number 270/UN64/KPT/2021 dated May 31, 2021, regarding the Monitoring Team, Coordinator of Field Advisory Lecturers, and Field Supervisors of KKN Unsika TA Students. 2021/2022, with implementation time from September 2021 to December 2021.

The place for Real Work Lectures (KKN) is the Bayt Tamyiz Tukdana Islamic Boarding School, located in Sukaperna Village, Tukdana District, Indramayu Regency, West Java Province, while Community Service (PkM) in Tukdana District, Indramayu Regency by involving Religious Education Teachers Islam in the Forum for the Deliberation of Teachers of Islamic Religious Education Subjects (MGMP PAI).

2. Research result

The Tamyiz method can make students learn, memorize, understand, appreciate, and translate the Quran quickly. Especially in its implementation, students are assisted with the "AL-QURAN KAWKABAN" dictionary, a product of the Tamyiz Foundation, to understand the lafadziyah Al-Quran when reading and listening to it. It must be supported by adequate facilities and infrastructure to maximize

the quality. Likewise, parents' understanding regarding the implementation of the Tamyiz Method as Accelerated Learning and the involvement of Islamic Religious Education (PAI) teachers in disseminating the Tamyiz Method is constantly improved so that the quality of student learning outcomes continues to increase as well.

From the statement above, this is the same as what was said by the Principal, Mrs. Dwi Julianti Narantini, S.Pi., M.M. She noted that students must apply the Tamyiz method the learning principles of Tamyiz LADUNI (ilate kudu muni). The teacher reads and sings the material aloud or is assisted by media speakers, then the students imitate and sing together and also Ust. Ari also as one of the Bayt Tamyiz Middle School teachers, said the same thing as noted by the principal, namely the principle of how to learn Tamyiz, LADUNI (ilate kudu muni): students learn by raising their voices (as a way to optimize the use of the potential of the left brain and brain). Balanced), coupled with an energetic repetition technique (as one of maximizing the potential of the subconscious brain or qolbun/shudur), learning outcomes are more optimal. Likewise, it was confirmed by one of the administrators of the Islamic Religious Education Subject Teachers' Meeting (MGMP PAI) Tukdana District, Br. Ust. Makmur, S.Pd.I., M.Pd., that the socialization of the Tamyiz Method as Accelerated Learning to PAI teachers continues to be improved so that the quality of student learning outcomes, especially in Tukdana Subdistrict, Indramayu Regency, and in other areas is also improved.

From the results of the Research through the interview technique of Islamic Religious Education Teachers (PAI) in the Islamic Religious Education (PAI) Subject Teacher Consultation forum (MGMP), as many as 26 people in Tukdana District, some things are used as research study material, as follows:

- a. Learning Management in Formal, Informal, and Non-formal Education in Tukdana District, Indramayu Regency in implementing the Tamyiz Method as Accelerated Learning in the translation of the Qur'an is very effective in improving the quality of student learning outcomes;
- b. Output (graduates) and Outcome (quality of graduates) Students/Santri, especially at Junior high school /Pondok Pesantren Bayt Tamyiz on time in mastering the Tamyiz Method, starting from Tamyiz 1 to 4 and getting it entirely and with high quality, because students are so graduated from Junior high school/Pondok Pesantren Bayt Tamyiz mastered and applied the Tamyiz method in everyday life, not only for himself but also applied in educational institutions, especially in non-formal educational institutions (Pondok Pesantren, Center for Learning Activities Community/PKBM, and others).

Learning will be effective if the teacher has a particular strategy; in implementing this tamyiz method, an excellent approach is reward and punishment. With bonuses and disciplines, students will learn more effectively. This is following what Ust. Makmur, S.Pd.I, M.Pd. as a teacher of Islamic Religious Education and Management of MGMP PAI, Tukdana Subdistrict, Indramayu Regency, said the reward and punishment strategy was very influential for the focus of students in learning apart from triggering enthusiasm and motivating students in learning. According to the target learning time, rewards are applied, such as those who have completed memorization and passed the Tamyiz Method test (Tamyiz 1 to 4). They can participate in competitions, and students who fail will receive punishment according to the level of an error made.

From the statement above, it can be concluded that with the implementation of the Tamyiz Method as Accelerated Learning in the translation of the Qur'an, one of which is using a memorizing learning strategy using imagination and made words and using songs can quickly and easily understand it. This makes it easier for students to store information because the information is meaningful so that it is easily transferred into long-term memory, so it is not easy to forget to remember, learn, and understand translating the Qur'an.

3. Discussion of Research Results

In the process of implementing the Tamyiz Method using tamyiz levels (tamyiz 1 to 4), there must be a profound learning process to get to the 5th Tamyiz and so on. In addition, in increasing the level of mastery of the Tamyiz Method, there is another test to determine the ability of the students, it does not necessarily increase the level to master the Tamyiz Method in studying, memorizing, understanding, appreciating, and translating the Qur'an so that the quality can be accounted for. Islamic Religious Education (PAI) teachers continue to socialize it, especially in formal education institutions (Elementary School to high school), so that the Tamyiz Method as Accelerated Learning is still carried out according to the wishes of the students/students (Holimi, 2020; Zainuddin, 2021)

The purpose of this activity is to provide a deeper understanding of the implementation of the Tamyiz Method in studying, memorizing, understanding, appreciating, and translating the Qur'an quickly (Accelerated Learning) so that students can have the ability to analyze the Qur'an productively.

Junior high school students/Students/Pondok Pesantren Bayt Tamyiz Tukdana Indramayu Regency, not only can read, study, memorize, understand, appreciate, and translate the Qur'an quickly (Accelerated Learning), but students/santri can teach the Tamyiz method to others.

The Tamyiz method is a formulation of the Quantum Nahwu-Shorof Innaasyiin theory by

applying easy and fun learning. It has been modified according to students/santri in Indonesia. Many students/students come from various regions, not only from Indramayu Regency but also from different remote areas. Indonesia, such as from Central Java, East Java, Sumatra, Kalimantan, West Nusa Tenggara, and even from other countries, such as from Brunei Darussalam, Malaysia, Egypt, Yemen, and others who want to study at the Junior High School/Pondok Pesantren Bayt Tamyiz Tukdana Indramayu Regency.

The Tamyiz method can make Junior High School/Students/Pondok Pesantren Bayt Tamyiz Indonesia and anyone who can read the Qur'an can immediately be good at reading, deciphering the structure of words and sentences as well as translating the Qur'an with a language unit structure approach starting from smaller ones, namely the alphabet, lafadz to the more considerable sentence/amount (gradual establishment) in approximately 100 hours of study.

The Tamyiz method is an innovation and breakthrough to make it easier for Junior High School/Pondok Pesantren students to learn, memorize, understand, appreciate, and translate the Qur'an quickly (Accelerated Learning) so that students/students can carry out practical and effective renewal. Efficient in understanding the Qur'an as a whole.

4. CONCLUSION

Actual Work Lecture is a coaching process for students in the maturation of thinking, acting, and applying various pieces of knowledge. Actual Work Lecture (KKN) to develop community service for lecturers and students. The concept of implementing the Tamyiz Method as Accelerated learning in the translation of the Qur'an continuously must be developed in various lines, levels, and types of education, so that the meaning of the Qur'an as a source of law in life and life, especially Muslims feel they belong to them. "Sense of belonging."

The implementation of the Tamyiz Method as Accelerated learning in the translation of the Qur'an is carried out using levels, starting from the Basic level to the high level. This has been implemented at the Junior High School/Pondok Pesantren Bay Tamyiz Tukdana, Indramayu Regency from Tamyiz 1 to Tamyiz 4, so that they master comprehensively in studying, memorizing, understanding, appreciating, and translating the holy Qur'an, which must be passed by students/santri with the help of the "Al-Qur'an KAWKABAN" dictionary as a product of the Bay Tamyiz Tukdana Foundation, Indramayu Regency.

The quality of the learning outcomes of Junior High School/Ponpes Bay Tamyiz students in implementing the Tamyiz Method as Accelerated learning in the translation of the Qur'an is fantastic. This is proven by all students/students who graduated

from Junior High School/Bayt Tamyiz Islamic Boarding School, can master the Tamyiz Method, so that graduate students can apply it in various other educational institutions, and can even practice it/socialize it to various other institutions, or other areas as da'wah mission. The socialization of the Tamyiz Method for Islamic Religious Education (PAI) teachers is very decisive in improving the quality of student learning outcomes from elementary/MI to senior high school levels, especially in mastering the Tamyiz Method in Tukdana District, Indramayu Regency, West Java Province.

5. REFERENCES

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