



Implementation of Strengthening Short Letter Memorization through Outbound Fun Games at MI Maarif Asmaul Husna Kemloko, Kranggan, Temanggung

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ABSTRACT

This research aims to describe the implementation of outbound fun games in strengthening short letter memorization for students at MI Maarif Asmaul Husna Kemloko Kranggan. This research uses a qualitative descriptive method by presenting data in the form of facts documented from interviews, observations and data interpretation. Initial observations stated that students' initial abilities still need to be strengthened because they are still not optimal and teachers still use memorization methods that are not yet varied and fun. The results of this research are that outbound fun games can strengthen the memorization of short letters because students are more motivated to be able to answer quizzes in the outbound game so that they emerge as the winning group, while other findings state that some students who failed to memorize the short letters they received enthusiastically repeated their memorization in order to be able to pass the challenges so that the journey in the outbound Fun Game can be completed well. Apart from that, there are many positive contributions regarding the use of outbound in learning, not only in deepening concepts but also towards independence. Cooperation, leadership, and the students' compassions for the surrounding environment.

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Introduction

Religious learning in schools is very important considering its objectives Islamic religious education is to produce people who continue to strive to perfect their faith, piety and morals, so that they are able to actively take part in the development of civilization for the sake of harmony in life, in order to move towards a dignified national civilization. Religious people are expected to be resilient in facing challenges, obstacles and changes that arise in social interactions both locally, nationally, regionally and globally.(Aziz et al., 2021).

It is urgent that Islamic religious education is taught and embed in schools as a foundation for Islamic values in teaching and learning activities, especially in religion-based

schools. (Sukaca et al, 2023), MI Maarif Asmaul Husna, Kemloko Kranggan as one of the Islamic boarding school-based educational institutions, obviously understands this urgency and has embed Islamic values both as subjects and in the day-to-day, however, invention in the site signaled that there has not been much innovation in methods or strategies used by teachers in providing PAI lessons at school. In fact, learning can be carried out with various activities both inside and outside the classroom which require an interrelated interaction process between someone who is a learner (student) and the source or teaching material with the aim of downloading new information or understanding in a more in-depth and holistic manner. (Retnowati, 2019). Therefore learning innovation can be said to be necessary, especially at the age of children who still need a lot of creative development in downloading learning materials provided at school.

At the Madrasah Ibtidaiyah (MI) or Primary School (SD) level, the manifestation of Islamic religious learning at school is by memorizing short letters. A short letter can be defined as a letter in the Quran with a relatively small number of verses and with short or brief sentences. The placement of short letters in the Quran is at the end of chapter 30 and totals thirty-seven letters. (Rahmawati & Dwiyanti, 2018). Usually, the use of short letters in the primary school realm (MI/SD) is for reading prayers and specific prayers at certain events. Specifically, the subject of memorizing short letters is in the Al-Quran and Hadith subjects, while in primary school it is included in the subject of Islamic religious education or PAI which can usually be thematized with other subjects.

Condisering from Piaget's cognitive theory, the thinking ability of primary school/MI children (7-11 years) is still in the concrete operational stage, which in its implementation is still in the remembering, understanding and applying stages, this requires that learning for children must be connected to real daily activities. -day(Illhami, 2022). Repetition activities are needed in memorizing short letters, because they relate to the human ability to store and retrieve information in long-term memory. Usually memorizing short letters is strengthened by training carried out at school by educators and at home with parental guidance (Musarofah et al., 2023). Based on initial discovery in the pitch, this memorization method is only used without a learning method that is able to motivate students to memorize short letters. Memorization activities still tend to be monotonous by repeating the reading of short letters in subjects or in religious activities such as prayers at school.

In fact, teachers must create innovative methods to minimize obstacles so that they can create learning that is fun and not boring. Teachers must establish good relationships with students and positioning students as learning partners, because sometimes teachers can also draw valuable learning from the students themselves (Ali, 2018). A method that is able to accommodate fun learning requirements and is able to strengthen the bond between students

and teachers is the outbound fun games method. Outbound fun games or able to be called fun outbound are preferred over real outbound because considering that fun outbound is more of a light, fun and low-risk game than real outbound which requires more physical readiness with risks that tend to be greater because it requires great physical readiness to carry out the game as challenges adventure. (Susanta: 2010). The principle of "experiential learning" is meaningful learning through games, providing stimulus, discussion processes and adventures in fun outbound events(Yuris & Raniyah, 2022)It is hoped that it will be able to increase children's memory storage of short letters from short term memory to long term memory. Apart from that, outbound fun games are able to make a positive contribution to learning success, and are quite effective in developing understanding of a concept and developing positive behavior (Muzakki et al., 2022).

Research on fun outbound has been widely studied, including in relation to children's social interactions (Safitri et al., 2020);(Yeni & Aulia, 2019), improvement of character or morals (Panji et al., 2023), increasing motivation, some have implemented fun outbound in subjects such as Arabic (Ali, 2018). There is still no research that focuses on fun outbound by strengthening memorization of short letters, especially at the madrasah ibtidaiyah/primary school level. Research on memorizing short letters in the last 5 years at elementary school level still uses a lot of learning in the classroom, whether using conventional media but using the latest methods such as Tigrari.(Ustoyo et al., 2020), one day one verse (ODOA)(Budiono, 2018), Morning Qur'an (Farhisiyati, 2022) or using digital-based media such as "Ratsel Bambini" media (Qurrotul Uyun, Laili Zuhdi, 2019), interactive animation(Adhityarini, 2022), there is no integration of memorization reinforcement carried out outdoors (outside the classroom). Therefore, the urgency of this research can be justified and there is also novelty or newness in this research which can be developed towards the development of learning methods, especially those related to memorizing short letters in primary school (MI/SD).

Assessment of the background from both initial literature studies and field studies found that research with the title "Implementation of Strengthening Short Letter Memorization through Outbound Fun Games at MI Maarif Asmaul Husna Kemloko, Kranggan" is research that needs to be explored and analyzed because it is related to the development of new methods which is innovative in strengthening memorization of short letters.

Method

Field research was selected as the type of research with a qualitative descriptive method which aims to describe the implementation of outbound fun games to strengthen the memorization of short letters in MI students. The data sources used are primary and secondary. Primary data sources were obtained from non-participant observation by

observing the process of fun game activities in strengthening memorization of short letters and from informants using in-depth interview techniques with class teachers at MI Maarif Asmaul Husna Kemloko, Krangnan. Meanwhile, secondary documentation data is in the form of several pictures and videos in outbound fun game activities as well as books, journals, school profiles related to the implementation of memorizing short letters at Madrasah Ibtidaiyah. Data triangulation is also used to check the validity of the data which will then be analyzed qualitatively by reducing data, presenting data and drawing conclusions or Miles Hubermen Models.

The research setting itself was at MI Maarif Asmaul Husna Kemloko, Kranggan, Temanggung, taking the entire population of class IV students as many as 43 students, with details of 6 people from class 1, 11 people from class 2, 14 from class 3, 3 students from class IV, 6 students from class V. and 2 students from class IV.

Result and Discussion

1. Outbond Fun Games

The Outbound Fun Games were held in the MI Al Maarif Asmaul Husna Kemloko Kranggan environment and the surrounding area which consists of expanses of coffee plantations and various lush and succulent trees. The pristine condition of the environment inspired researchers to intensify outbound, apart from strengthening memorization, but also as part of the process of introducing students to the environment. Outbound itself is learning which is the application of all learning sciences which are simulated and carried out in open and closed environments with an effective form of play, which integrates intelligence, physical and mental, outdoor outbound is also a means of increasing insight and knowledge from a series of adventurous experiences. can stimulate students' enthusiasm and creativity because children feel happier and happier, thereby making children more able to develop their potential, from curiosity and increasing children's self-confidence.(Wijayanto, 2021).

Outbound Fun Games, starting at 08.00 WIB with the division into groups of all students from class I to class VI MI, which were ultimately determined into 7 groups consisting of 6-7 participants, which were attempted to consist completely from class I to class 6. This distribution takes into consideration the principle of fairness regarding material, memorization of each post is tiered because each group will go through several

posts which have been provided with several questions regarding memorization of short letters which are supervised by at least 1 teacher.

There are around 5 posts that children have to go through, at each post there are several quizzes that each group has to answer to be able to move on to the next post. On the way there are several obstacles that must be overcome as additional challenges for students, making it easier to determine who is the winning of the outbound fun games..

The rules of the game are explained by the teacher assisted by students who are doing KKL in the school field which is also the first start in the outbound fun games. The teacher is here as a facilitator and guide so that outbound fun games can be implemented smoothly according to learning objectives.

Apart from guiding, KKL students also accompany students on their journey from each post to anticipate unwanted obstacles or obstacles. Apart from that, assistance is provided to help explain the game scheme if it is felt that there are students or groups who do not really understand the teacher's instructions.

2. Short letter material on outbound fun games

Table 1.

Islamic Study Materials in MI or Elementary School(Aziz et al., 2021)

No	Lingkup	Materi
1	Grade 1	Al-Fâtihah/ 1: 1-7, QS Al-Ikhlas/ 112: 1-4, hijaiyah letters and harakat
2	Grade 2	An-Nâs/114: 1-6, QS. Al-'Ashr/ 103: 1-3, huruf sambung QS. An-Nashr/ 110: 1-3, QS. Al-Kautsar/ 108: 1-3, QS.
3	Grade 3	Ali'Imran/ 3: 159, QS. Al-Isra'/ 17: 26-27, QS. Al-Baqarah/ 2: 263, QS. Al-Qamar/ 54: 17, QS. Ar-Râ'd/13: 28, QS. Al-A'raf/ 7: 55, QS. Al-Mu'min/ 40: 60
4	Grade 4	QS. Al-Falaq/ 113: 1-5, QS. Al-Fîl/ 105: 1-5, QS. At-Tâbâ'ah/ 9: 119, QS. Luqmân/ 31: 14, QS. Al-Hadid/ 57: 9, QS. Al'Alaq/ 96: 1-5, QS. Al-Isra'/ 17: 27 dan 37
5	Grade 5	QS. At-Tîn/ 95: 1-8, QS. Al-Mâ'uûn/ 107: 1-7, QS. Al-Furqân/ 25: 67, QS. Al-Isra'/ 17: 27, QS. Luqman/ 31: 13, 17, 18
6	Grade 6	QS. Al-Kafirûn/ 109: 1-6 (grade 6), QS. Al-Qâri'ah/ 101: 1- 11 (grade 6), QS. Az-Zalzalah/ 99: 1-8 (grade 6). QS.

Al- Mâidah/ 5: 2-3 (kelas 6), QS. Al- Hujurât/ 49: 12-13
(kelas 6).

This table is a source of substances for short letters in outbound games at MI Al Maarif, Kemloko Kranggan. Referring to the substances indicators, the letters in the outbound fun games quiz are Alfatihah, An-Nas, Al-Falaq, Al-Ikhlas, , An-Nashr, Al Kafirun, Al-Kautsar, Al-Ma'un, Al-Fil, Al -'Asr, Al-Qari'ah, Az-Zalzalah, Al-'Alaq, and At-Tin. This classification was chosen to simplify the quiz that will be given to each outbound fun games group.

The substances in the quiz in the first post is reciting short letters which can only be done by participants from lower classes in groups. The randomization of the letters that are pronounced focuses on the letters Al Ikhlas, An-Nas, An-Nasr, Al-Kautsar, Al-Falaq, Al- Phil. The substances in the second postal quiz is that you have to continue random reading which is recited by the post guard, there are 5 short letter fragments that must be continued by the fun outbound participants, short letter substances from class I to class VI so that it can be answered by all participants in each group. Substances in the third post is for participants to guess a short letter based on the translation that is read. Substances in the fourth post is the recitation of short letters specifically for high class children, namely Al-Alaq, Al-Isra', At-Tin, Al-Ma'un, Al-Kafirun, and Al-Zalzalah. Substances for the final post is that each child recites the letter they got from the lottery. Each group gets two short letters for the low and high classes.

The first post in the quiz involves reciting short surahs, which is done by participants from the lower classes in groups. The surahs are randomized, focusing on Al-Ikhlas, An-Nas, An-Nasr, Al-Kautsar, Al-Falaq, and Al-Fil. The second post challenges participants to continue the recitation of random Quranic fragments initiated by the post guard. There are five short surah fragments, selected from surahs taught across grades I to VI, allowing participation from all group members.

In the third post, participants must guess a short surah based on its translation, testing their comprehension of meaning. The fourth post is designed for older participants, focusing on the recitation of more complex surahs such as Al-Alaq, Al-Isra', At-Tin, Al-Ma'un, Al-Kafirun, and Al-Zalzalah. For the final post, each participant recites a surah they draw from a lottery. Each group is assigned two surahs, ensuring both lower and higher class students have appropriate recitation challenges.

3. Outbound Fun Games to strengthen memorization of short letters

Based on the analysis of the data obtained, the acquired regarding the implementation of outbound Fun Games to strengthen memorization of short letters are as follows:

- a. Both students and teachers said that there were benefits to strengthening memorization of short letters through outbound fun games, including increasing students' motivation in memorizing short letters because they felt challenged to complete assignments and be the best in the group. Interviews conducted with students in both low and high classes found that, that their motivation to memorize short letters increased even before the fun outbound was carried out because they wanted to be able to complete the quiz as well as possible.
- b. The teacher also stated that he had a new discovery that it turns out that fun outbound can not only improve students' motor-skills but can also be used for useful activities, one of which is strengthening the memorization of short letters. Apart from that, it turns out that it's not just memorizing, some of the tasks in the game are able to improve students' writing skills and deepen their understanding of short letters that can be read. The teacher felt that while carrying out the activities and going through a series of events, there was an increase in bonding with the students, which ultimately had an impact on strengthening the students' memorization of short letters which felt more enjoyable and meaningful. An interview with Mustika, a class V teacher, stated that "we found that the use of this outbound method was very effective in strengthening children's memorization of short letters, apart from students feeling very happy with learning activities that felt like playing".
- c. Discovery in the field stated that when children failed to memorize short letters, the children were again motivated to immediately complete the memorization on the spot because of their desire to complete the task for each post. This reinforces that outbound fun games can strengthen memorization of short letters in MI Al Maarif Asmaul Husna Kemloko Kranggan. Support from fellow group members has a significant impact on students' ability to memorize short letters.
- d. Apart from strengthening memorization, other impacts obtained from providing outbound fun games are increasing children's independence, self-confidence, increasing their sense of leadership, especially in high classes, namely grade IV, V, VI who support their younger classmates in completing games in games, increasing cooperation and creativity, responsibility and love and sensitivity to the surrounding environment. But of course, this discovery must be investigated to what extent it is effective in future research.
- e. Evaluation in this game is about time management which must be considered carefully.

The discovery in the field, there were obstacles in utilizing time which was slightly longer than the initial plan. Apart from that, there is a need to strengthen explanations of instructions that are appropriate to the language abilities of MI/SD age children so that it makes it easier for students to carry out instructions. In terms of human resources, it was deemed sufficient because at that time there happened to be assistance from KKL students who were on duty at MI Al Maarif Asmaul Husna Kemloko Kranggan, because of course the management in outbound was less active or could not run well if there was a shortage of facilitators/human resources (Panji et al., 2023). However, it can be concluded that despite the obstacles and challenges, the game ran smoothly and was able to strengthen the memorization of short letters for MI Al Maarif Asmaul Husna Kemloko Kranggan students.

Conclusion

The conclusions that can be drawn from this research are:

1. The development of outbound methods to strengthen memorization of short letters is still rarely used. By far, the benefits of outbound fun games have been seen only in terms of social, moral and psychomotor improvement. There is still little research linking outbound fun games to improving learning, especially in strengthening the memorization of short letters at MI/SD level in lower grades.
2. Children's enthusiasm or motivation in completing the task of memorizing short letters through outbound fun games is very high, it can be seen from the child's willingness to prepare the memorization and willingness to repeat the memorization of short letters if they fail to complete the recitation of short letters in the task.
3. There are so many memorization methods that exist, it is necessary to reinforce them with fun and experimental methods. learning methods that are able to increase bonding between students and teachers so that learning feels more meaningful so that it can enter students' long-term memory
4. There needs to be a lot of further research regarding strengthening the memorization of short letters in MI/SD students through varied and fun methods, one of which is outbound fun games. Several other aspects or variables still need to be researched in order to be able to fully answer the effectiveness of outbound fun games on strengthening memorization short letter to primary school students (MI/SD).

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