

Implementation of the Kauny Method Using the ADLX -Introflex Approach to Improve the Quality of Tahfidz Learning Based on Digitalization at SD-It Hafizul Ilmi

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Abstract

The current phenomenon is that students do not yet have a deep interest in memorizing the Quran, and their talent for memorizing is still simple. So far, teachers only give directions and memorize assignments, and students must memorize verses of the Al-Qur'an and their meanings and interpret these verses. This phenomenon greatly worsens students' interest in learning; rote learning becomes very unpleasant for students. Implementing the Kauny method with the ADLX/Introflex approach can improve the quality of tahfidz learning, especially memorization based on digitalization. Students will be more interested in reading and interpreting it using hand movements and gesture language, so interpreting the meaning of verses will be easier and more enjoyable. They can memorize well and completely according to their experience. The aim of this research is: Students can activate their memory through memorizing and reading tahfidz and kauny methods with the ADLX/INTROFLEX approach. ADLX, or the Active Deep Learner experience learning approach, is a learning approach that combines active learning and deep learning approaches. The research method used is descriptive qualitative, using research instruments with interviews, documentation, and rote-based evaluations. The qualitative descriptive research method is a type, design, or research plan that is usually used to examine research objects that are natural or in real conditions and are not set up as in experiments. The research results from several sources show that implementing the Kauny method with the ADLX/Introflex approach is a very enjoyable tahfidz learning method. Student learning outcomes increase by gaining valuable experience and enjoyable learning. This method can even be applied to ABK students. Through its implementation, the quality of education in elementary schools increases because it provides students with experience in memorizing the Qur'an.

Keywords

Kauny Method; ADLX-Introflex Approach; Tahfidz Learning

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1. INTRODUCTION

Tahfidz is a process where someone studies and memorizes the Al-Qur'an properly and correctly. Tahfidz learning has a very important role in the lives of Muslims because the Qur'an is a source of guidance and guidance for life. Therefore, improving the quality of tahfidz learning is an urgent need. However, tahfidz learning is often faced with challenges, such as limited time, lack of proper supervision and feedback, and difficulties for students in continuing to learn and improve their memorization.

In the current digital era, many schools and educational institutions are adopting digital technology in the learning process to make it easier for teachers to provide material easily and pleasantly. This also applies to tahfidz learning, where digital technology can simplify and enrich the student's learning experience. Apart from that, in tahfidz learning, choosing the right method will greatly influence the quality of learning. Traditional tahfidz learning methods are often limited to verbal teaching and face to face interactions between teachers and students. This can limit students' ability to get quick and accurate feedback on their reading.

For example, many parents enroll their children in private educational institutions by choosing the main program to memorize the Qur'an, hoping that their children will one day become hafiz of the Qur'an. However, something is overlooked when the short time spent studying the Qur'an gives the impression of being forced to achieve certain memorization targets without paying attention to the differences in children's strengths and weaknesses. Likewise, with the suitability of the methods used in learning, memorizing becomes a burden for children because memorizing is not fun for them.

Based on this phenomenon, the author is interested in researching further the Kauny Method, which was initiated by an alumni of the Sharia faculty at Al Azhar University in Cairo, Egypt, namely Booby Herbiwibowo. He is the founder of the Askar Kauny Foundation, which is based in East Jakarta. This foundation was established in 2014 and was developed in the form of tahfidz activities and communities, one of which is Hafidz Community on the Sreet (HOTS) by studying the Al-Qur'an memorization activity program online via WhatsApp media with one verse and verse system. carried out using the Kauny method (Afifah, I., & Sopiany 2017).

The Kauny method is a tahfidz learning method that combines digital technology with structured learning methods. This method allows students to learn independently through digital devices that provide Al-Qur'an readings, voice recordings, and other interactive features.

The Kauny Method is a method for memorizing the Qur'an by combining the left and right brains, but using the right brain is much more optimal (Al Baqi and Asterisk 2022a). This method has begun to be implemented in various Askar Kauny Islamic boarding schools or ma'had spread throughout Indonesia and Kauny Quranic School (KQS) tahfidz houses throughout Indonesia and abroad. (Sidauruk 2019). Besides combining the left and right brain, we also memorize the meaning of verses using hand signals or body gestures in a comfortable and enjoyable learning atmosphere. This method is applied optimally when the child is happy and contented. (Romdloni and Malikin 2018).

Applying the Kauny Method can be a new model for developing learning methods in the world of education that can be followed by various ages and across platforms. This method provides fun ways and can even be learned by children with special needs, where they are encouraged to memorize while following hand movements in a loud voice. The teacher provides direction and motivation to repeat word for word. (Education, Children, and Early Childhood).

This condition makes the learning atmosphere for them more lively because they see, hear, and are involved in all parts of the body learning (Al Baqi and Asterisk 2022b). Students using the Kaunny method have visual, auditory, and kinesthetic learning styles to follow well. (Luthfi Dhulkifli 2020a).

The results of research conducted by (Luthfi Dhulkifli 2020b). With the journal title "The Influence

of the Kauny Quantum Memory Method in Memorizing the Qur'an from an Early Age at SD IT Lukman Hakim Yogyakarta," that the impact of memorizing the Al-Qur'an using the Kauny Quantum Memory (KQM) method on children can be concluded into two, namely: First, the unique story depicted by linking similar words in Indonesian and Arabic gives children imagination to remember more easily. Second, gestures that are adapted to the meaning of words in Indonesian make children know the meaning of the word in question (Luthfi Dhulkifli 2020a). This movement also stimulates students to remember more pleasantly (Herwibowo 2012) (Al Baqi and Asterisk 2022b). Meanwhile, the researchers discussed applying the Kauny Method in tahfidz learning at SD-IT Hafizul Ilmi Gampong Blang Krueg, Baitussalam District, Aceh Besar.

In line with the research results (Muafiah 2019) in his research entitled "Application of the Kauny Quantum Memory (KQM) Method, Memorizing the Al-Qur'an in Ma'had Askar Kauny Tarmizi Djoesma Cinere Depok" found that the Kauny Quantum Memory method was working well where children, apart from memorizing, were also required to write down verses, which have been memorized so that it is not only the ability to memorize, but also the ability to write and understand the meaning of the memorized verses (Muafiah 2019). What distinguishes this research is its implementation using the digitalization-based ADLX-Introflex approach.

Researchers also found a journal written by Salman Al-farisi and Hesti Fauziah (Da'wah Journal of Muhammad Da'wah College of Science, Vol. 1 No. 2, 2018) regarding the Communication Planning Strategy of the Askar Kauny Foundation in Promulgating the Al-Qur'an Through The Kauny Method is often known as the Master (Memorizing the Qur'an as Easily as a Smile) which explains, in general, the meaning of communication strategy and its scope as well as the things that the Askar Kauny Foundation does in popularizing the Qur'an through the Master Method (Zhou, Yang, and Wang 2020).

From the research above, it can be concluded that the Kauny Method is very helpful for children in improving their ability to memorize verses of the Al-Qur'an. Apart from that, by understanding the meaning of the memorized verses, children will get used to practicing what they understand daily.

The Active Deep Learning Experience (ADLX) approach is a learning approach that is pro-student (differentiated) so that it can adapt learning to individual student needs and abilities to improve the student learning experience. This approach combines learning techniques in neural networks (deep learning) with the concept of active learning. This approach uses machine learning algorithms to analyze and understand student abilities and provide appropriate recommendations and feedback.

The Active Deep Learning Experience (ADLX) approach is an approach that combines two important learning approaches (Bahgat et al. 2017a). Active Learning and Deep Learning are packaged in a learning process that provides students with a learning experience as a learner (Bahgat et al. 2017b). Tahfidz learning at SD-IT Hafizul Ilmi uses the Kauny Method with the Active Deep Learning Experience (ADLX) concept carried out in several stages, namely the stages of individualization, interaction, observation, and reflection abbreviated as retroflex. The difference between this research and previous research is that researchers want to look further into tahfidz learning using the Kauny Method, which uses the Active Deep Learning Experience (ADLX) approach. Previous research did not discuss this approach.

By implementing the Kauny Method with the ADLX-Introflex approach, it is hoped that the quality of tahfidz learning can be improved significantly. Students will have access to more interactive and personalized learning materials and get more accurate and faster feedback. This will help students improve the quality of their reading and motivate them to continue studying tahfidz enthusiastically.

SD-IT Hafizul Ilmi was the researcher's choice because it was one of Indonesia's first village independent schools to apply the Kauny Method in learning the Koran, especially in Aceh. Implementing this curriculum has received permission from the funder of the Kauny Method and was inaugurated directly by Ustaz Bobby Heriwibowo. Lc. in 2017. The curriculum implemented at the

school uses an integrated curriculum that combines the Ministry of Education and Culture curriculum with the local / SPT curriculum as well as the JSIT (Integrated Islamic School Network) curriculum, where in this curriculum, Tahfiz learning is a mandatory lesson and is a superior program at the school.

The researcher's initial observations found that the teacher's tahfidz learning dominated the class, so students only followed the teacher's memorization instructions. Furthermore, researchers found that teachers had difficulty visualizing the words in new letters into movement. So, students cannot fully understand the meaning of the movements exemplified by the teacher. Based on this, this research aims to determine the implementation of the Kauny Method with the ADLX -Introflex Approach to Improve the Quality of Digitalization-Based Tahfidz Learning at SDIT Hafizul Ilmi.

2. METHOD

The research method applied in this study is descriptive qualitative, which aims to describe and explain phenomena in depth. This research was conducted at SDIT Hafizul Ilmi and focused on implementing the Kauny Method in the Al-Qur'an learning process. The research instruments used included interviews, documentation, and memorization-based evaluation.

The data collection technique involved interviews with three informants involved in teaching and learning the Qur'an using the Kauny Method. Observations were conducted directly at SDIT Hafizul Ilmi to gain a more contextual understanding of implementing the Kauny Method in daily learning activities. Apart from that, documentation was obtained from the Kauny method book, which is the main reference for viewing the guidelines and principles of the Kauny Method implemented in the school.

The analysis technique used in this research is triangulation. Source triangulation is used to verify and confirm information obtained from different sources. For example, a comparison between the results of direct observations and information obtained from interviews. In this way, the research ensures the accuracy and reliability of the data and provides a more comprehensive understanding of the implementation of the Kauny Method at SDIT Hafizul Ilmi. This triangulation technique lies in the validity and reliability of research findings. This research can find consistencies or differences in the informants' views and experiences by comparing information from various sources. For example, comparing the ustadz's perspective with Santri's view of implementing the Kauny Method can provide a more complete and accurate picture of the impact and effectiveness of this method in learning the Koran.

3. FINDINGS AND DISCUSSIONS

Interviews were conducted with the 3 (three) informants in principle to explore data about the learning curriculum asked by the researcher.

Informa I Zikrina (curriculum deputy)

a. The Kauny method is part of the tahfiz learning curriculum at SD IT Hafizul Ilmi with a time allocation of 1 week and 10 hours per class. b. Teachers provide facilities through lesson plans and syllabi as a responsibility for learning. c. Learning media is needed for the smooth running of the program, both manually and digitally (IT).

1) Indicators (Implementation)

a. Teachers are very responsible for managing learning by reporting the performance of each lesson. b. The portfolio has been implemented well by the teacher's burden and responsibilities. c. Evaluation is carried out at the end of each meeting and after the conclusion of each lesson and reporting it.

2) Indicators (Core Activities)

a. The lesson plan is carried out by implementing learning in a written order. b. Learning methods and techniques are by the reported and written RPP and syllabus. c. Learning outcome data is done by reporting the RPP and teacher syllabus and significant learning outcomes in its implementation.

Informa II Rizka Fitrianda (Student Affairs)

1) Indicators (Learning Method)

a. The method implemented provides a new and enjoyable learning impact for students. b. The increase in students' interest in learning tahfiz is very high through the Kauny method. c. Students' tahfiz learning outcomes get scores above the KKM average.

2) Indicators (Attitude)

a. Students provide good feedback on the learning process. b. The Kauny method provides a nuance and atmosphere of synergy for learning using the Kauny method. c. Apart from providing a pleasant atmosphere for learning, the Kauny method also provides very satisfying results in the evaluation process

3) Indicators (Memorization)

a. Students' memorization increases by moving their hands and interpreting the students' memorized reading. b. Treatment for ABK students provides unique results in student memorization so that it can be applied to ABK students. c. Significant achievements were obtained with results of 80% above the KKM average.

Informa III Wirdan Firdaus (Waka Tahfiz)

1) Indicators (Learning Facilitators)

a. The implementation of tahfiz learning has been carried out well according to the teacher's achievements in the semester program. b. The implementation of the method by the teacher provides a new meaning. c. Teaching is carried out well according to achievements and pursuits.

2) Indicators (Analysis)

a. Teachers are given full responsibility in the learning process so that the impact will be seen during the evaluation process. b. The teacher provides a written evaluation of the student's abilities and talents. c. Students are given the burden of memorizing surahs, for which they will be given a grade at the end of the lesson.

3) Indicators (Evaluation)

a. Each student memorizes a reward. b. The teacher gave grades to Mumtaz (Special), Jayid Jiddan (Very Good), and Jayid (Good). c. Students are given rewards when they have completed memorization well and correctly.

Teaching Module.

This research produces a teaching module as a guidebook for learning tahfiz through the kauny method. Teaching materials or teacher's guidebooks in teaching this method are clearly visible in their application in the book, as an illustration, is attached to the following discussion:



Figure 1. Tahfiz Learning teaching module



Figure 2. Memorizing Surah



Figure 3. Learning Objectives.

Documentation of learning outcomes.

**DOKUMENTASI PEMBELAJARAN
MURAJA'AH HAFALAN BERSAMA SISWA DAN GURU DENGAN IBU KEPALA SEKOLAH**



Figure 4. Documentation of memorized Muraja'ah (Classical).

PEMBELAJARAN TAHFIDZ KEGIATAN INTI



Figure 5. Core Activities (Application of the Kauny Method)

DISKUSI KELOMPOK BELAJAR



Figure 6. Student Discussion Forum

PRESENTASI HASIL DISKUSI DAN PRAKTEK MENGHAHAL



Figure 7. Memorization Practice Using the Kauny Method.

KEGIATAN TASMI' QURAN



Figure 8. Tasmi' Qur'an activities

Discussion

The Kauny method is an innovation in the technique of memorizing the Al-Qur'an, which integrates physical movements to facilitate the process of memorizing and understanding the meaning of the verses of the Al-Qur'an. Kauny presents a more holistic approach, focusing on textual memorization of the Koran and including the process of memorizing the translation. This method

provides a solution to the problem often faced by memorizers of the Qur'an, where they may have memorized the verses but have not fully understood the meaning behind the words they memorized.

An in-depth observation in various cities shows that many individuals have memorized the verses of the Koran but lack an understanding of the substance and meaning of these verses. Kauny is here to overcome this weakness by providing a method that includes memorizing the text and paying attention to understanding the meaning of the verses. This is very relevant in the context of Islamic religious education, where understanding the Al-Qur'an is seen from the perspective of memorization and a deep understanding of its teachings.

The essence of the Kauny Method lies in combining structured hand signals. Through carefully timed hand movements, the Kauny Method creates a system that allows memorizers to remember and understand the context of verses from the Qur'an more easily. These movements are produced through a combination of hand signals that form a pattern according to certain words or themes in verses of the Koran. In other words, this hand movement functions as a visual aid that helps the memorizer's memory and, at the same time, conveys the meaning of the memorized verse.

The Kauny Method offers a creative and effective approach to learning the Koran. Apart from involving hand signals, this method also incorporates loud sounds as an important element in the learning process. This loud voice provides auditive support that strengthens memory and understanding of the verses of the Koran. Thus, memorizing involves the sense of sight through hand movements and the sense of hearing through the sound produced.

The Kauny method does not only rely on mechanical memorization but also offers a holistic approach that involves all cognitive and emotional aspects of the individual. The statement "This method can also strengthen memorization" reflects the philosophy behind the Kauny Method, where the main goal is to achieve strong memorization and optimize memory through a fun approach.

The Kauny method carries the concept of learning in a comfortable and enjoyable atmosphere. This means that learning the Koran is no longer boring but a positive and satisfying experience. The Kauny Method creates conditions that support improved memory by creating a friendly and relaxed environment. Students are not only faced with a serious learning process but are also free to enjoy it, making it more effective and memorable.

The ADLX approach contained in the Kauny Method includes comprehensive memory training. ADLX refers to a learning approach involving four main aspects: mind, heart, body, and relaxation. Training memory of what has been learned refers to the active involvement of these four aspects. The mind is involved through understanding the meaning of the verses, the heart is involved through appreciation and love for the Qur'an, the body is involved through structured hand movements, and relaxation provides space for the right brain to function optimally.

Training memory by synergizing the mind, heart, and body in a relaxed manner is the main pillar of the Kauny Method. This approach utilizes the concept that positive and enjoyable learning experiences are more effective in improving memory (Rettalina, 2020). By embracing joy in learning, students can overcome tension and mental burdens, which often become obstacles in memorization.

Additionally, the Kauny Method reduces the need to think a lot when memorizing. By integrating structured hand movements, students can rely on physical actions as memory aids. This provides variety in learning and reduces pressure on the brain to think, constantly making the memorization process easier.

The holistic and fun approach of the Kauny Method with the ADLX approach is a breakthrough in learning the Koran. This not only helps students memorize efficiently but also develops a deeper understanding of the meaning of the verses of the Quran. By embracing the concept of relaxed and

enjoyable learning, the Kauny Method proves that religious learning can be a valuable and meaningful experience for every individual.

The Kauny Method with the ADLX/Introflex approach aims to produce new Koran or tahfidz teachers who can teach and memorize the Al-Qur'an effectively. This approach provides an understanding of the text and creates a holistic and innovative learning environment.

The Kauny method carries the ADLX (or Introflex) approach, an abbreviation for Mind Aspect, Memory, Environment, and X-factor (unique impression or unexpected factor). The mental aspect includes understanding the meaning of the verses of the Qur'an. Memory involves exercises to increase memory capacity. The environment creates comfortable and positive learning conditions, while the X-factor adds an element of surprise or something unique to increase student interest and involvement (Isnawati, Amprasto, and Sardjijo, 2023).

The Kauny method also creates an efficient learning tool through recording what is said, heard, moved, and seen. Recording learning is an important strategy in forming a Koran teacher or tahfidz. This recording process includes using technology to record the teacher's voice, structured hand movements, and visualization of the material being taught. By recording each of these aspects, the Kauny Method allows new Koran or tahfidz teachers to review their teaching methods and improve the quality of learning.

By recording what is said, the Kauny Method facilitates a better understanding of the meaning of the verses of the Qur'an. The recorded teacher's voice allows new Koran or tahfidz teachers to review and correct intonation, pronunciation, and explanations delivered. In this way, teachers can optimize the effectiveness of their teaching and ensure that students can understand the material presented well.

Recording what you listen to helps in memory training. Students can re-listen to the recording to strengthen memorization and understand better. This is a useful tool in consistently training memory so that students can maintain and improve their memorization abilities.

Recorded structured hand movements also play an important role in the Kauny Method. These movements not only serve as visual memory aids but also create a connection between the words of the verse and the physical movements that accompany them. By recording hand movements, new Koran teachers or tahfidz can evaluate and perfect movement techniques to strengthen the connection between movements and the meaning of verses.

Visualization of the material being taught is another aspect captured in the Kauny Method. Using images or visualization can help students understand abstract concepts and clarify the meaning of Al-Qur'an verses. By recording this visualization, the new Koran teacher or tahfidz can evaluate how well students can receive the message they want to convey.

Overall, the ADLX/Introflex approach in the Kauny Method brings innovation in education for reciting the Koran and tahfidz Al-Qur'an. By recording every aspect of learning, this method provides a powerful tool for monitoring and evaluation, enabling new Koran or tahfidz teachers to improve their skills in teaching continuously and memorizing the Qur'an. Management of the Kauny method with the ADLX/Introflex approach can be seen in Figure 8. The construction of implementing the Kauny method is explained in the fish diagram as follows:

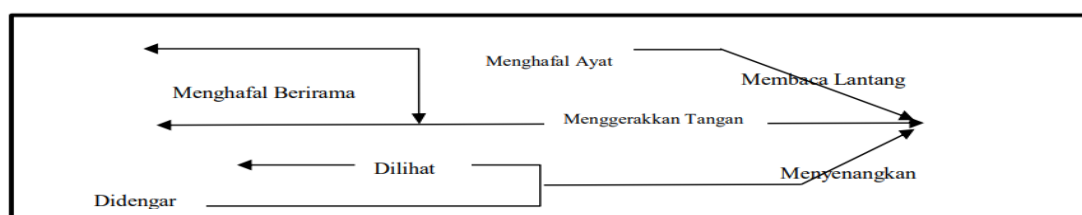


Figure 9. Kauny Method Diagram

The diagram explains that the Kauny method has a distinctive teaching characteristic: it provides a pleasant feel for learning. Students memorize the reading of the Qur'an by moving their hands and following the meaning of the reading aloud and in a rhythmic voice through the teacher's technical teaching by looking and listening carefully and producing good quality learning at school.

4. CONCLUSION

Implementing the Kauny method is relatively new, and using the ADLX/Introflex approach has a pleasant impression on learning tahfiz. Students are very enthusiastic about memorizing. By moving their hands according to the meaning of the reading and following it with a loud and regular rhythm, students have the power of being together in their memorization. Even ABK students can also follow this method as a sign that there is a space limit with their friends.

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