

## IMPLEMENTATION OF THE PQ4R STRATEGY (PREVIEW, QUESTION, READING, REFLECT, RECITE, AND REVIEW) IN LEARNING THE QUR'AN HADITH AT MA AL-IKHSAN BEJI KEDUNGBANTENG BANYUMAS

Siti Muzayinah<sup>1</sup>, Novi Mayasari<sup>2</sup>

{sitimuzayyah5@gmail.com1, novimaya@uinsaizu.ac.id2}

UIN. Prof. KH Saifuddin Zuhri Purwokerto

**Abstract.** The PQ4R (*Preview, Question, Reading, Reflect, Recite, and Review*) one of the methods that can be used to support the success of teaching and learning activities. In its application, this method cannot only rely on the active role of the educator or in this case the teacher, but also requires the active participation of students. For this reason, this study aims to analyze how to apply the PQ4R strategy in learning Al-Qur'an Hadith at MA Al-Ikhsan Beji. descriptive qualitative research that aims to reveal a problem through data collection. Methods of data collection carried out using observation techniques, interviews and also documentation. After conducting research, the researchers found that the learning process of Al-Qur'an Hadith at MA Al-Ikhsan had applied the PQ4R method. Learning activities begin with the preparation of a Learning Implementation Plan (RPP) by the teacher, before starting to condition the class and applying the PQ4R learning process.

**Keywords:** Learning strategy; PQ4R; Al-Qur'an.

### INTRODUCTION

Learning and learning is a process that will never end at any time. According to Sardiman defines "learning is changing" (Sardiman, 2018). It means that when humans go through a learning process it is hoped that there will be changes that occur within the human afterwards. The scientific theory also explains that the human candidate himself has begun to learn when millions of sperm are trying, struggling and competing to reach the egg (ovum). It can be concluded that learning is a process experienced by humans since humans are in the womb until after death. This is contained in the words of the Prophet Muhammad SAW that, "The people minaal mahdi ilaal lahdi, from cradle to the grave" (Suyono, 2012). Humans have started learning from the cradle of their mother to the grave.

The learning process will be effective if it is driven by intrinsic motivation (Sardiman, 2018). It is necessary to take into account the learning abilities of students to measure how far the ability of students to understand the content of the lesson. Therefore, educators are responsible for designing the learning process so that the atmosphere comes alive and students are encouraged to be more active and diligent in learning.

Learning can be said as a process of providing guidance to students in implementing

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the learning process (Darwis, 2017). The term learning which is synonymous with the teaching process has been regulated in Government Regulation of the Republic of Indonesia (PPRI) Number 19 of 2005 concerning National Education Standards Article 20 states that planning a learning process consisting of RPP (Learning Process Plan), syllabus, learning resources, materials teaching, learning models, and assessment/evaluation of learning outcomes.

What students will learn is a study of the curriculum, this includes learning content. Learning requires various theories to design it so that learning expectations and goals can be achieved. To achieve the learning objectives, it is necessary to have a curriculum. The 2013 curriculum emphasizes a scientific approach, with the aim that students are able to understand the concept of learning long-term memory and students can enjoy the essence of learning (Setiadi, 2016). The current implementation of the education curriculum in Indonesia is to be able to answer the various internal and external challenges faced by the Indonesian nation. It is hoped that education will be able to improve morale and increase the competitiveness of the nation in the midst of this global world competition.

One of the problems that is often encountered in the world of education is related to the learning process in which students are less motivated to develop thinking skills. Students are required to be able to memorize, remember and hoard the material being studied. As a result, many students after graduating from school are only smart theoretically but have not been able to apply it in everyday life. Educators are one of the learning resources that must be addressed so that the teaching and learning process can be carried out properly. In which the educator's role is to encourage, motivate, and provide good learning facilities for students to achieve goals learning (Elviyana, 2017). Educators have the right to use strategies that are suitable for use in the teaching and learning process. Indeed, there is no strategy that is best used, but there is the use of the right strategy. Therefore, determining how to develop a learning strategy depends on the teacher who will use it.

In the teaching and learning process, the strategy has an important role so that the teaching and learning process (teaching and learning activities) can take place properly. Mastering various strategies is a must for a teacher, so that learning can run effectively and efficiently. The learning strategy is something that must be considered by the teacher in the learning process. Includes 3 types of strategies (1) organizational strategy, (2) learning delivery strategy, and (3) learning management strategy (Amiruddin, 2016). This delivery strategy emphasizes the way educators deliver appropriate materials and activities for KBM (Teaching and Learning Activities). strategy emphasizes management time and administrative management to measure the achievement of students' learning abilities.

Implementation of the 2013 curriculum really requires teachers who have creative and innovative skills so that educators are able to think "out of the box" in improving the quality of the learning process (Apandi et al., 2018). By using the right strategy, educators can convey learning material, so that it can make it easier for students to achieve learning goals.

In the preliminary study that the author has done at MA Al-Ikhsan Beji that in learning Al-Qur'an Hadith has used an active learning strategy, namely the PQ4R learning strategy (Preview, Question, Reading, Reflect, Recite, and Review). This learning strategy has the goal that students are able to remember, understand and improve their understanding of the material by reading books (Darmadi, 2015). According to Hendi (2017) the PQ4R strategy is a strategy that can improve the memory performance power of the human brain in understanding a text substance (Ulfa, 2019).

According to Muhibbin Syah, the PQ4R method is a strategy so that students are encouraged to ask questions and answers after reading the material text which is read in depth and broadly (Elviyana, 2017). By using this PQ4R strategy, strengthening literacy culture among students can always be preserved. Based on UNESCO statistical data in 2012, it was stated that out of 1,000 people, out of 1,000 people who are interested in reading, they are

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interested in reading. Therefore, the 2013 curriculum does not only focus on Strengthening Character Education (PPK) but also emphasizes strengthening literacy culture among students. Strengthening literacy culture is expected to be able to foster students' abilities in observing, reasoning, gathering information, asking questions, communicating and being able to improve critical thinking skills (Critical Thinking Thinking) and assessment of learning outcomes on higher order thinking skills (High Order Thinking Skills/HOTS) (Apandi et al., 2018).

The PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) is part of the active reading (active learning) which can help students be actively involved in the teaching and learning process (Gunawan, 2016). The uniqueness of the PQ4R strategy is a strategy that guides students to find the essence of the lesson and educators/teachers only function as facilitators. (Marhamah, et al., 2019) PQ4R learning strategies (Preview, Question, Reading, Reflect, Recite, and Review) are used to help students remember what students have read and help the success of the learning process in the classroom with reading activities. It is hoped that the ability of educators who dominate teaching and learning activities can provide opportunities for students to develop independently through discoveries in their thinking processes.

The PQ4R learning strategy Preview, Question, Reading, Reflect, Recite, and Review) is included in the method of supporting the development of cooperative learning. However, there are still many cooperative learning that are less effective. Why is that? Because cooperative learning really needs the support of students' experience both in the form of initial knowledge and the ability to ask questions. Initial experience can be built through reading activities. By reading students will get a stock of knowledge. Meanwhile, question and answer activities are carried out by asking and answering questions in class. One learning strategy that can encourage students to carry out learning activities effectively is PQ4R (Preview, Question, Reading, Reflect, Recite, and Review). (Suprijono, 2009)

Based on this, the author wants to examine the implementation of the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) in learning Al-Qur'an Hadith at MA Al-Ikhsan Beji Kedungbanteng Banyumas. The purpose of this research is to find out and describe the application of the PQ4R Strategy in learning Al-Qur'an Hadith at MA Al-Ikhsan Beji. The uses or benefits of this research are: (1) theoretically it is hoped that the results of this research can contribute and contribute to the development of knowledge related to the application of PQ4R learning strategies (Preview, Question, Reading, Reflect, Recite, and Review), especially at MA Al Ikhsan Beji. (2) The practical benefits, the results of this study can provide benefits in providing insight regarding the application of the PQ4R learning strategy (Preview, Question, Reading, Reflect, Recite, and Review) in learning Al-Qur'an Hadith for: (a) Educators, namely so that it can be used as input in the implementation of Al-Qur'an Hadith learning activities using the PQ4R learning strategy (Preview, Question, Reading, Reflect, Recite, and Review). (b) Students, this is expected to be material to increase and encourage students' motivation in learning so as to obtain good learning outcomes. (c) Madrasah principals, the results of this study can be used as material for consideration and reference in improving methods and ways of implementing learning, especially by using the PQ4R learning strategy (Preview, Question, Reading, Reflect, Recite, and Review). (d) Researchers, this research is useful as training and learning materials in scientific writing, as well as providing additional treasures of thought regarding the application of the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) in the subject of Al-Qur'an Hadith. (e) For future researchers, the benefits of this research for future researchers are expected to be an inspiration and motivation for anyone who will conduct similar research, so that it can be used as a benchmark for further research.

## **RESEARCH METHODOLOGY**

### **1.1 Type of Research**

Type of research that researchers use is descriptive qualitative. In this study, it describes the symptoms or conditions that are examined as they are from empirical data or research that goes directly to the field. The data collected can be presented in words, pictures and not numbers based on quotations taken from interview scripts, field notes, documents that describe phenomena, namely the implementation of the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) in learning Al-Qur'an Hadith at MA Al-Ikhsan Beji Kedungbanteng Banyumas. (Moleong , 2011)

### **1.2 Place and Time of Research The**

Place for this research was carried out at MA Al-Ikhsan Beji Kedungbanteng Banyumas with the consideration that MA Al-Ikhsan Beji Kedungbanteng had implemented the PQ4R strategy in the learning process of Al-Qur'an Hadith. This has been consulted with the teacher of Al-Qur'an Hadith, Mr. Ahmad Saman, but there has never been any previous research on the use of PQ4R strategies in learning Al-Qur'an Hadith at MA Al-Ikhsan Beji Kedungbanteng. This research was conducted from 07 August 2022 – 17 September 2022. Observations were carried out 2 times, namely on Wednesday 24 August 2022 and Wednesday 07 September 2022. Then interviews were carried out 3 times on Tuesday 23 August; Wednesday, August 24; and Thursday, August 25 2022.

### **1.3 Research Objects and Subjects**

In this research, the object of this research is the implementation of the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) in learning the Al-Qur'an Hadith at MA Al-Ikhsan Beji, Kec. Kedungbanteng, Kab. Banyumas. the research subjects included: madrasa heads, teachers of Al-Qur'an Hadith subjects and students of class X IPA MA AL Ikhsan Beji.

### **1.4 Data Collection Techniques Data**

Collection methods have the goal of obtaining research data because this stage is the main step in conducting a research. As for some of the techniques in data collection include: (a) Participant Observation, in which the researcher takes part in the lives of the people who will be observed. (b) Interviews. In this study the researchers conducted interviews with the head of the madrasa, namely Achmad Juhana, Al-Qur'an Hadith subject teacher Ahmad Saman, and 6 students of class X IPA MA Al-Ikhsan Beji. The six students were selected based on the advice of the mara subject teacher and were one of the 6 out of 40 students in class X IPA who had the highest average score in the class. This study used structured interviews to obtain data that needed clarification from informants, including regarding the extent to which the PQ4R (Preview, Question, Reading, Reflect, Recite, and Review). (c) Documentation, used to obtain data regarding the profile of madrasas at MA Al-Ikhsan Beji, documentation of interviews with informants and documents related to the research theme.

### **1.5 Data Analysis Techniques The data**

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Analysis method that researchers used in this study was qualitative data analysis, namely analyzing non-numeric, in this case the writer used a descriptive method. Researchers use this method to draw conclusions from various information or statements or facts related to the implementation of the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) in learning Al-Qur'an Hadith at MA Al-Ikhsan Beji Kedungbanteng Banyumas. In carrying out data analysis techniques, researchers used several stages, namely: data reduction, data presentation, and data verification.

### RESEARCH RESULTS AND DISCUSSION

Presentation of research data based on field findings conducted by researchers regarding the implementation of the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) in learning the Qur'an Hadith at MA Al-Ikhsan Beji Kedungbanteng Banyumas uses data collection techniques applied are observation, interviews, and documentation. In this study, it is presented in the form of descriptions and descriptions and has been adjusted to the order of the problems.

#### 1.1 Al-Qur'an Hadith Learning Activities at MA Al-Ikhsan Beji Kedungbanteng Banyumas

Learning activities are activities where there is interaction and exchange of information between educators and students. In education, self-study can mean improvement in human behavior, human skills, or the ability to acquire new behavior. (Purwanto, 2017) Or according to Abdurrahman a form of teaching that can produce meaningfulness in human life. (Abdurrahman, 2007)

Based on the results of observations made by researchers at MA Al-Ikhsan Beji, Kec. Kedungbanteng that learning Islamic Religious Education here includes 5 scopes such as Al-Qur'an Hadith, History of Islamic Culture, Jurisprudence, Aqidah Akhlak, and Arabic according to Mr. Ahmad Saman, most of the teachers definitely apply the PQ4R strategy, namely Preview, Question, Reading, Reflect, Recite, and Review. He expressed this during an interview with researchers, that:

"God willing, I will always implement this PQ4R strategy and I will collaborate. I'm sure all teachers also apply this PQ4R strategy". (Interview with Al-Qur'an hadith teacher, on Tuesday, August 30, 2022, 08.45 WIB in Room Master MA Al-Ikhsan Beji)

Learning Al-Qur'an Hadith at MA Al-Ikhsan Beji is carried out 1x meeting with 2 hours of lessons in one week for grades X, XI and XII. For 1 hour lesson it is 45 minutes and for 2 hours lesson it is 90 minutes. The class X Al-Qur'an Hadith learning materials taught during the odd semester of the 2022/2023 academic year include: "The Al-Qur'an Is Allah's Revelation", "The Truth of the Derivation of the Al-Qur'an", "Living the Authenticity of Al-Qur'an" Qur'an", "The Miracles of My Prophet", "The Truth of the Qur'an in All Aspects of Life", "The Truth of the Qur'an Throughout the Ages" (Indonesia, 2020).

In line with the results of the interviews, the observations made by the researchers showed that the teaching and learning process was packaged very well by the teacher. In the implementation of the learning process is interspersed with serious jokes by the teacher so that students do not feel bored with learning. Occasionally the teacher provides motivation and life experience to students so that they are more enthusiastic about learning. (Observations made to Al-Qur'an Hadith teacher Mr. Saman, on Wednesday 24 August 2022 at 13.00 WIB at MA

Al-Ikhsan Beji)

Before carrying out learning the teacher interacts with students by greeting, asking news, praying together, checking student attendance, motivating, and conveying learning objectives. However, Mr. Ahmad Saman, stated that: (Interview with Al-Qur'an Hadith teacher Mr. Saman, on Tuesday 30 August 2022 at 10.00 WIB at MA Al-Ikhsan Beji)

"Theoretically it should be presented, but because we are used to it our teachers sometimes already know the initial material by heart, and they immediately get to the core of the problem or points. Not not conveyed, but straight to the point."

In this statement, theoretically the learning objectives are directly conveyed to students through the direct core of the problem through direct discussion of the material. Then the teacher gives apperception to students, either in the form of questions and answers, analogues that have a relationship with the subject matter. This aims to be able to provide an initial description to students, and it is hoped that students can understand the material easily.

The process of delivering material by the teacher using media such as blackboards, LCD, markers depends on the needs of the lesson. In addition, learning methods such as question and answer, lectures, discussions are often used to assist teachers in implementing active learning in class. The teacher also has to choose the right media, methods and strategies so that the learning objectives can be conveyed properly to students.

To measure how far the learning objectives are achieved, the teacher conducts an assessment of students during the learning process which includes assessments with cognitive, affective and psychomotor domains. To assess the teacher's cognitive ability to measure students' knowledge with question and answer activities and giving daily test assignments. Then for the assessment of the affective domain or the teacher's attitude measures the seriousness of students in learning and the polite behavior of students in the learning process. And for the psychomotor domain it is measured by the activeness of students in participating in the learning process in class.

## **1.2 Application of PQ4R learning strategies (Preview, Question, Reading, Reflect, Recite, and Review) in the subject of Al-Qur'an Hadith**

The purpose of teaching is a reference that must be used as material for consideration in choosing a strategy. An educator needs to consider learning strategies that are suitable for teaching by taking into account ability, teaching style, experience, level of knowledge, outlook on life and individual insights. Because, the higher the level of plurality of students, the greater the level of variation of each difference in a class forum. The success of a teaching process is largely determined by how much effort the educators make in motivating students. The teacher has a very dominant role in influencing the quality of teaching. Likewise with the use of methods, media and strategies in learning have a major influence on the achievement of learning outcomes.

The learning process is applied to every human being so that his life is orderly and directed. Adherents of Islam besides being required to study religion also have to study general subjects. So that life between the world and the afterlife is balanced. The main source that is used as a guideline for human life and contains teaching values in the form of Islamic guidance, namely the Qur'an and Hadith. Both have the main and highest position in human formation by making humans into human beings who have good morals, obedience, and piety

so that they are able to always draw closer to Allah SWT.

It has been explained that the learning strategy is a learning strategy which is a method of management, learning environment, learning resources and methods used by educators in teaching and learning activities so that learning objectives can be achieved. In order to instill the religious values of learning Al-Qur'an Hadith the researcher uses the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, And Review). The PQ4R learning strategy applied at MA Al-Ikhsan Beji in the Al-Qur'an Hadith subject aims to make students able to understand and remember in the long term by reading activities. With the hope that when educators transform knowledge to students, they are able to understand the material well. (Wangka & Usman, 2016)

Teaching and learning activities using the PQ4R strategy provide freedom for students to learn on their own, it is hoped that later solid concepts related to the material will be embedded in the students of class X IPA MA Al-Ikhsan Beji. Mastery of a good concept can increase students' knowledge and understanding of the material. This learning process requires students to be more active in expressing opinions on their own initiative. This can have a positive influence because students not only know about the material but students can apply the material in everyday life. (Ulfa, 2019)

In practice, the PQ4R strategy is carried out in order to realize active learning and encourage students to think critically about what they learn in class. In its implementation, there are several steps taken, as follows:

### **1.2.1 Preparing a Learning Implementation Plan (RPP)**

Preparing an RPP is the initial stage carried out by the teacher before carrying out learning activities. In planning the implementation of the PQ4R strategy the teacher delegates his ideas in the lesson plan which is used as a reference in implementing learning activities which contain various learning components such as educational units, classes, semesters, materials. Learning objectives, time allocation, learning steps, and evaluation. (Suryaningsih, 2022) It is hoped that teachers can carry out their duties in a trustworthy and responsible manner so that learning objectives can be achieved in accordance with the curriculum that is enforced. As stated by the Head of MA Al-Ikhsan Beji, that:

"Each teacher is required to take part in developmental problem activities so that there are teachers who take part in MGMP, workshops, and other activities related to the profession as a teacher and are also related to the current learning process such as containing independent curriculum standards and have started to apply in our madrasa. I also always motivate teachers to continuously improve their human resources."

This shows that to Madrasah every teacher in this Madrasah is always required to be creative, innovative and creative in every subject. With the hope that the learning that takes place can be in accordance with the standards of the independent curriculum. This is actualized by using appropriate learning methods and strategies so that students can understand the material presented.

The description regarding the implementation of learning in class is in accordance with the appeal of the minister of religion at KMA (Decree of the Minister of Religion) no. 347 of 2022 concerning guidelines for implementing the independent curriculum in madrasas. The core of this independent curriculum, among others, is by simplifying the curriculum, providing space for creation, flexibility in managing learning. This was also conveyed by Mr. Saman as

a teacher of Al-Qur'an Hadith that:

"Thank God, students follow the learning process well in accordance with KMA (Decree of the Minister of Religion) no. 347 of 2022. The RPP made refers to the KMA regulations"

The statement above is supported by the documentation obtained by the researcher, namely the RPP document. In the RPP, the PQ4R strategy (Preview, Question, Read, Reflect, Recite, and Review) applies to teaching and learning activities. Based on the interviews with the head of the madrasah and teachers of the Al-Qur'an hadith subject above, it can be seen that each teacher is required to prepare a Learning Implementation Plan (RPP) before they do the learning. RPP contains several educational components such as class units, educational units, class origin, semester, time allocation, materials, learning objectives, core competencies, basic competencies, learning implementation steps and learning evaluation. In preparing lesson plans teachers are given the freedom to determine, develop innovation, provide space for creation, flexibility in managing learning in accordance with KMA (Decree of the Minister of Religion) no. 347 of 2022 by determining appropriate learning strategies that are tailored to the needs of students and learning objectives, so that an effective and systematic process of teaching and learning activities can be carried out.

### 1.2.2 Doing Comfort Class Conditioning

Is something that everyone wants to have both from clothing, boards and food. Likewise, when carrying out teaching and learning activities in class, a comfortable and conducive atmosphere is needed so that students more easily understand the material that will be delivered by educators. Conditioning this class is the first step that has to do with the preliminary activities of an educator before entering into the core of the material and reviewing the readiness of students in receiving the material. As for the statement from Mr. Saman as a teacher of Al-Qur'an Hadith that:

"Before starting the lesson, I definitely make preparations and provide initial apperception to students before entering the core of the lesson. This includes reviewing *previously* learned material and relating it to the material that I will discuss that day."

In line with field observations made by researchers, that before the teacher entered the core material. The teacher interacts with students by asking questions, telling stories, giving motivation, and making a few jokes so that the class atmosphere is not monotonous. (Observation of learning activities in class X Science with Mr. Ahmad Saman, on Wednesday, 24 August 2022 at 13.00 WIB at MA Al-Ikhsan Beji) Besides that, the teacher's goal in reviewing the material is for students to remember the material that has been studied in the previous meeting with the hope that students do not forget the material that has been studied.

Based on the results of the observations and interviews above, it shows that before carrying out learning, the teacher always does classroom conditioning so that the atmosphere is comfortable and conducive and students more easily understand the material that will be delivered by the educator. As for the teacher opens the lesson by greeting, praying together before starting the lesson, taking attendance, providing initial motivation before starting the lesson, conveying the material to be learned by asking students to skim quickly (preview) and



review the previous meeting material, convey the purpose new learning then enters the core stage of implementing the PQ4R strategy. (Observation of learning activities in class X Science with Mr. Ahmad Saman, on Wednesday, 24 August 2022 at 13.00 WIB at MA Al-Ikhsan Beji) This is stated in the lesson plans for the Qur'an Hadith subject received by the researcher.

### **1.2.3 Practicing the PQ4R Strategy (Preview, Question, Read, Reflect, Recite, and Review)**

After the class atmosphere is conducive, the teacher asks students to focus on the lesson that will begin. At this stage, the teacher begins to practice the PQ4R strategy which is divided into 3 stages, namely: (1) pre-reading stage, which consists of preview and question, (2) reading stage, which consists of reading, reflecting, reciting. And (3) the post-reading stage, which consists of a review. This strategy can be done with the following steps:

#### **1.2.3.1 Preview (quick skimming)**

The first step is to skim quickly the title of the material prepared with the intention that students can read quickly before reading the details of the reading material that contains the learning material. Based on observations made by researchers, the material discussed is related to "The History of the Decline and Writing of the Qur'an." Before entering into the material, the teacher relates the material studied in the previous meeting, namely "Al-Qur'an Is Allah's Revelation". There is a connection between these two materials namely that the Qur'an is Allah's Revelation whose truth cannot be doubted.

In the core activity of the preview, the teacher provides material about the history of the decline and writing of the Qur'an. Then, students follow the interaction with the teacher to mention the historical period of the decline and writing of the Qur'an. Then, students try to read and understand related to the material "The History of the Decline and Writing of the Qur'an". (Observation of learning activities in class X IPA with Mr. Ahmad Saman, on Wednesday, 24 August 2022 at 13.00 WIB at MA Al-Ikhsan Beji) Based on the results of the above observations, a description can be obtained that when the teacher explains new material, namely the material "The History of the Decline and Writing of the Al-Qur'an", the teacher starts by reviewing from the previous material and linking it to the material to be studied. This aims to make advance organizers or initial organizers happen which can help students to remember and connect the material being studied with the knowledge and information they already have so that they can help inculcate new knowledge. (Suryaningsih, 2022)

#### **1.2.3.2 Question**

After the teacher takes the first step by skimming quickly. Then in this second stage, students ask questions to themselves for any material that they feel has not been fully understood. Questions that are usually asked are related to the 5 W + 1 H [what, who, when, where, why and how] which includes what, who, when, where, why and how related to material that was read at a glance before. activity question really has a big influence in measuring the level of insight of students' understanding and experience. As for the statement from Raffi, that:

"The learning that is usually done by Pak Saman is very enjoyable, because when conducting questions and answers the material is always explained in more depth so that we can easily understand the material." (Interview with a class X Science student, Raffi Al-Barzani, on Thursday, August 25, 2022 at 09.45 WIB in a class X Science, MA Al-Ikhsan Beji)

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The statement above is in line with the results of observations made directly by the researchers that class X IPA students were very interested in following his lessons. The teacher's ability to motivate and provide reinforcement is necessary so that students are interested and enthusiastic in learning. stage question aims to make the interaction between teachers and students more dominant and students have more freedom to learn on their own. There are several questions that researchers get from students after they read quickly, such as: (Observation of learning activities in class X Science with Mr. Ahmad Saman, on Wednesday, August 24, 2022 at 13.00 WIB at MA Al-Ikhsan Beji )

1.2.3.2.1 Was the Al-Qur'an not revealed directly to become a Mushaf?

1.2.3.2.2 Prophet Muhammad received the first revelation where?

1.2.3.2.3 Is QS Al-alq: 1-5 the first letter sent down?

1.2.3.2.4 Is it true that the Qur'an was first revealed in the month of Ramadan?

1.2.3.2.5 When did the writing of the verses of the Qur'an begin?

1.2.3.2.6 Is it only the Archangel Gabriel who conveys the revelation gradually?

The results of the observations made by the researchers above show that during the learning process, students open books about the material to be studied. After that, various questions will arise regarding the chapter being studied, namely regarding "The History of the Decline and Writing of the Qur'an" as above, then they will complete these questions at the Read.

### **1.2.3.3 Reading**

Is an interactive activity to understand the meaning contained in writing, besides that reading is also a process of getting messages from the author. (Ahmad & Damayanti) Reading must be done seriously so that the reader can get the information, messages contained in the material properly. The ability of a student to learn reading texts is very necessary in learning. Students must understand the text read and be able to answer questions related to the previous step "question" regarding questions 5 W + 1 H. (Iskandarwassid, 2018) These six questions must be able to be answered by students when they have finished reading the material. So, in this third step students can find answers to the questions posed to them before.

"I really enjoy this learning, we are usually told to read, do, memorize the material. By reading, we feel that our insight has greatly increased, especially when the teacher explained this material again." (Interview with a class X IPA student, Fika Amalia Ilmi, on Thursday, 25 August 2022 at 09.30 WIB)

Based on the interviews it can be seen that students feel happy when asked to read the material, and they are able to read the text well and are expected to be able to answer the previous questions before entering the reflect.

### **1.2.3.4 Reflect**

Reflect is a way to connect information with things that are known and relate the subject of the topic of discussion to the concepts being studied. At this stage students try to solve the question of the contradiction with the information that has been presented and use material that has been read before to solve the problem.

Based on observations made by researchers that students at this stage, students feel they have gained new knowledge after reading well the material they are studying. Students are able to answer the questions in the question stage. These questions include: (Observation of learning activities in class X Science with Mr. Ahmad Saman, on Wednesday, 24 August 2022 at 13.00 WIB at MA Al-Ikhsan Beji)

1.2.3.4.1 Was the Al-Qur'an not revealed directly to become a mushaf?

Answer: There is a difference of opinion among the scholars. Some say all at once, some say gradually. [In the Al-Qur'an Hadith Package Book page 17]

1.2.3.4.2 Where did the Prophet Muhammad receive his first revelation?

Answer: The Qur'an was sent down in the cave of Hira [It is found in the Package Book of the Al-Qur'an Hadith page 18]

1.2.3.4.3 Was QS Al-alq: 1-5 the first letter to be revealed?

Answer: The letter that was first revealed was Al-Alaq verses 1-5. [In the Al-Qur'an Hadith Package Book page 18]

1.2.3.4.4 Is it true that the Qur'an was first revealed in the month of Ramadan?

Answer: The Qur'an was revealed starting on the night of the 17th of Ramadan

1.2.3.4.5 Was it only the angel Gabriel who conveyed the revelation gradually?

1.2.3.4.6 Answer: The Archangel Gabriel is an angel in charge of conveying revelations.

Based on the results of the observations above, the researcher can conclude that students get answers to what they ask [question] after reading [read]. And at reflective students can solve the problem of the contradiction question with the information that has been presented and use material that has been read before to solve the problem.

#### **1.2.3.5 Recite [ask yourself]**

At this stage students are asked to reflect on the information they have learned by stating the essence of the points of discussion of the material, then filtering the information by asking and answering existing questions.

In the observations made by the researcher, learning the Al-Qur'an hadith on the material "The History of the Decline and Writing of the Al-Qur'an" students were encouraged by the teacher to make a summary of the material they obtained, so that the material obtained would be more maturely accepted by student. (Observation of learning activities in class X Science with Mr. Ahmad Saman, on Wednesday, 24 August 2022 at 13.00 WIB at MA Al-Ikhsan Beji)

#### **1.2.3.6 Review [repeat thoroughly]**

Repeating a material learned by students, is able to improve the ability to remember teaching material in a longer period of time. At this stage students are asked to draw conclusions both orally and in writing. Therefore, it is necessary to emphasize that the activity repeating thoroughly needs to be accompanied by thoughts and goals so that the process of teaching and learning activities can be carried out properly and smoothly.

In the observations made by the researcher that at review all the material that the students had studied, asked questions and they wrote were asked to draw conclusions. In this case related to the material "The History of the Decline and Writing of the Qur'an". At this review stage, students will repeat all the material that has been studied at the meeting by explaining again the material "The History of the Decline and Writing of the Qur'an" and providing conclusions from the core material according to the learning objectives.

#### **1.2.4 Results of applying the PQ4R learning strategy (Preview, Question, Read, Reflect, Recite, and Review) in Al-Qur'an Hadith subjects**

Based on the results of observations, interviews and documentation conducted on Al-Qur'an Hadith subjects at MA Al- Ikhsan Beji, the results obtained related to the application of the PQ4R learning strategy (Preview, Question, Read, Reflect, Recite, and Review) produce learning that encourages students to think actively and can solve problems of contradiction with the information that has been presented and using the material that has been read beforehand to solve the problem. So that this strategy can improve students' ability to remember teaching materials in a longer period of time. As for the material being studied when the researcher made observations, namely "The History of the Decline and Writing of the Qur'an", the results obtained were:

- 1.2.4.1 **The PQ4R strategy had been well implemented so that students were able to understand and master the concept of the material well compared to the conventional learning process which applied to the previous learning process. Because students are able to understand and remember material for a long time.**
- 1.2.4.2 **Educators in implementing the PQ4R strategy in class are required to have the ability to manage learning, the ability to motivate students, and provide reinforcement for the material they have learned so that students are more enthusiastic in the learning process in class.**
- 1.2.4.3 **Students can implement Al-Qur'an Hadith learning in everyday life. In this case, it is in accordance with what students learn, namely "The History of the Decline and Writing of the Qur'an", that is, they can have faith in their hearts to always believe that the Qur'an is the Book of Allah which can be a guide for life in the world . As stated by Lu'lu Najah as a class X IPA student, that:**

"After studying the Al-Qur'an Hadith I have become more aware of what the Qur'an and Hadith are, as well as I am more certain that the Al-Qur'an 'an is indeed a book that was revealed by Allah to the Prophet Muhammad and there is not the slightest doubt about Him, so that you are more diligent in reading and practicing the Qur'an." (Interview with a class X science student, Lu'lu Najah, on Thursday, 25 August 2022 at 09.45 WIB in a class X science class, MA Al-Ikhsan Beji Ikhsan) In line with the results of the interviews above, it can be concluded that this PQ4R strategy can have a positive effect on individual students so that they are able to understand the material they are studying well.

- 1.2.4.4 **Students can interpret new material. One of the efforts made by the teacher is to relate material that they have learned before, whether it is related to definitions, concepts, examples, analogies and others that are already known or understood before. In this case, students can bring up *advance organizers* that are used to link new material with previous material. With the process of associating "The History of the decline and Writing of the Qur'an" with the previous material, namely "The Qur'an Is the Revelation of Allah", students can remember the material knowledge they have acquired into new material so that a conceptual picture emerges. basic framework of the material being studied.**
- 1.2.4.5 **By using this PQ4R strategy, it can encourage students to raise questions that can broaden their knowledge. Educators provide opportunities for students to find out answers to various questions that arise in their minds. After that, the teacher**

straightens the material and explains the conclusions. This can encourage students to be active in learning, namely by reading and asking and answering activities.

## **CONCLUSION**

In line with the formulation of the problem in this study, the researcher tried to examine the implementation of the PQ4R strategy (Preview, Question, Reading, Reflect, Recite, and Review) in learning Al-Qur'an Hadith at MA Al- Ikhsan Beji Kedungbanteng Banyumas. The learning strategy itself is one of the important things to be applied in learning activities. Learning strategies can be a driving factor in achieving the success of learning activities. From the various explanations above, it can be concluded that in the learning process of Al-Qur'an Hadith at MA Al-Ikhsan apply the PQ4R strategy. The activity begins with making a Learning Implementation Plan (RPP), conditioning the class before learning activities, then the learning process is carried out through the PQ4R method (Preview, Question, Reading, Reflect, Recite, and Review). In implementing this strategy students are required to be active in the teaching and learning process. So that students can more easily understand the material. This pro-active form is also shown through direct practical activities. Like students who find answers to various questions that arise in their minds by reading, reciting, reflecting and reviewing so that the knowledge they get does not only refer to theory but can understand the material well, be able to implement it in everyday life and material that received by students can be remembered for a long time.

Implementation Of The PQ4R Strategy (Preview, Question, Reading, Reflect, Recite, And Review) In Learning The Qur'an Hadith At Ma Al-Ikhsan Beji Kedungbanteng Banyumas Siti Muzayinah<sup>1</sup>, Novi Mayasari<sup>2</sup>

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