



Hand Movement Method as an Effort to Improve Motivation of Memory of the Qur'an Elementary School Students of Muhammadiyah Karangkajen Yogyakarta Indonesia

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ABSTRACT

This study aims to increase motivation in memorizing the Qur'an by using the hand gesture method on Al-Qur'an material in VA class students at SD Muhammadiyah Karangkajen Yogyakarta. This type of research is Classroom Action Research (CAR). The subjects of this study were 11 students in class VA at SD Muhammadiyah Karangkajen. Data collection techniques using observation, interviews, and oral tests. Data were analyzed qualitatively through reduction, presentation and interpretation of data. Quantitative analysis through descriptive statistical analysis is presented in tabular form. The results showed that there was an increase in students' learning motivation, namely at the action stage 80% of their learning motivation had reached the high category with a score between 25-30. The use of the hand gesture method is known to increase motivation to memorize the Koran in VA class students at SD Muhammadiyah Karangkajen. From this study it can be concluded that there is a significant and positive influence between the use of hand gestures on students' learning motivation in elementary schools.

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ARTICLE INFO

Article History:

Submitted/Received 10 Feb 2023

First Revised 13 Feb 2023

Accepted 15 Feb 2023

First Available online 01 Jul 2023

Publication Date 01 Jul 2023

Keyword:

Al-Qur'an memorizing,
Games,
Hand movement method,
Improvement,
Motivation.

1. INTRODUCTION

The Qur'an is a guide for a Muslim. Al-Qur'an as the only way of life, Al-Qur'an is the identity of Muslims, one of the obligations is to memorize it. This memorization is one of the traditions of Islamic scholarship (Kistoro, 2021). This is like the Prophet Muhammad Saw. teach his friends. The tradition continues from the companions to the generation of tabi'in that the memorization method is the main method in scientific mastery. The memorization method is still the main one in learning the Qur'an both in public schools and in Islamic boarding schools (Stiyamulyani and Jumini, 2018). The memorization method as in Islamic boarding schools for some people will think that over time it will be abandoned because this is an ancient tradition. On the other hand, there are also many assumptions that the memorization method will not disappear and will not make someone out of date in thinking.

This opinion is corroborated by Bloom's educational psychology expert, known as Bloom's taxonomic theory (Sudewi and Tika, 2014). The theory contains the classification of educational goals, he calls it intellectual behavior. It includes three domains, one of which is cognitive related to cognition or reasoning or creativity. Cognitive is a domain that includes mental (brain) activities. According to him, all efforts related to brain activity are included in the cognitive realm. The cognitive domain is related to the ability to think. In it there is the ability to memorize which is the lowest level but is a prerequisite for the next level. Even the Bloom's Taxonomy theory which has been revised by Anderson and Krathwohl says that this memorization activity is the first point that must be achieved by students (Spector, 2016).

Memorizing the Qur'an is one of the competency standards that must be achieved by students in learning the Qur'an. The competency standard is a minimum ability that must be mastered or achieved after students complete a certain subject (Suwadi, 2016). In general, the learning of the Qur'an is delivered by the teacher by reading together repeatedly, monotonously, so that there is no variation in learning the Qur'an, the number of verses is large, there is no time to repeat rote memorization. both at school and at home, there is no time to listen to memorization to the supervising teacher, there is no time to listen/listen to other people's readings (Kistoro, 2021). Whereas referring to a study conducted by Jamaluddin, that listening activity is a variation in learning the Qur'an that can improve memorization (Jamaluddin, 2017).

The learning method by reading together repeatedly tends to be boring for students (Vitasari, 2016). Students find it difficult to memorize well, even if they have memorized a long letter, a short letter has already been forgotten. Such learning will also reduce students' motivation, indifferent attitude, easily discouraged, their attention is not focused on lessons, often leave class, low learning outcomes, expected competency standards are not achieved (Latipah et al., 2020). The same thing was said by Baharun, that with only one direction, students tend to be bored in participating in learning (Baharun, 2016). Actually, there are many methods in memorizing the Qur'an, including: (1) Binnadhior is a method by repeating the memorized verses, this method is the most classic method until now still applied in learning to memorize the Al-Qur'an. Qur'an. (2) Tahfidz is a method of memorizing by reciting bits and pieces of the verses of the Qur'an that he has read over and over again. (3) Talaqqi is a method by depositing or listening to memorization to a teacher (Sarikin, 2012). In addition to the usual ones, there are other methods stated by Fithriani, namely (4) Takrir, namely listening to rote to the teacher or assistant. (5) Tasmi 'is a method by listening to the memorization of fellow memorizers or others (Fitriani, 2018). There is another method (6) Talqin and listening to a recorded voice, where the teacher reads once and then the students follow. Next, the participants listen to readings from well-known

sheikhs. (7) Movement and gesture methods, methods that use hand movements (Hidayah, 2018).

Some of these methods are a series, but their implementation may not be a complete series that must be followed by a memorizer. There is only one method, namely just reading it or listening to it. The most ideal method is to combine the various methods because it will strengthen memorization. The combination of methods is a modern method that will make it easier to memorize and strengthen the memorization of the Qur'an (Muthoifin et al., 2016). Seeing this, learning the Qur'an requires the development of strategies, learning methods that prioritize students, and varied learning because it increases students' interest in memorizing the Qur'an properly in accordance with the expected competency standards (Rusdiah, 2012). Improving the quality of learning in schools is to develop student-oriented learning and provide facilities for students' needs for challenges that are challenging, active, creative, innovative, effective, and fun (Latipah et al., 2020). Al-Qur'an learning must be designed so as not to make students tend to be bored, but can stimulate students to be more active, motivated and learning that is designed to be student-centered. Therefore, in this learning, we need a method, strategy, learning resource, and model that will make learning more active, increase enthusiasm for learning, be fun, as well as increase students' understanding and learning outcomes, facilitate learning, and improve performance.

The results of observations and interviews of researchers at SD Muhammadiyah Karangajen Yogyakarta showed that in learning the Qur'an, students were seen passively following the learning of the Qur'an. Seen only a few students who follow it, students tend not to actively participate in the lesson because of the long letter reading, no variation in learning, monotonous, low learning motivation and in the end the memorization is not as expected, has not reached the standard of competence. Based on the descriptions and problems that have been raised above, the researchers are interested in conducting classroom action research with the title Hand Movement Method as an Effort to Increase Students' Motivation to Memorize the Qur'an. The hand gesture method is a student-centered learning in learning the Qur'an. With this method, it is hoped that it can be a solution to problems in learning the Qur'an, especially the motivation that has an impact on increasing the memorization of the Qur'an. Memorizing with hand movements is a method that provides convenience and fun.

1.1 LITERATURE REVIEW

1.1.1 Learning the Qur'an

Learning the Qur'an began when the angel Gabriel read it to the Prophet Muhammad Saw. At first he received from the Angel Gabriel by listening to readings and memorizing. Then he read it to the people around him little by little to be memorized well. The learning of the Qur'an continues to be carried out by the Prophet Muhammad Saw., so that the students, namely the friends, are enthusiastic to follow the reading of the Qur'an, memorize it, and repeat it themselves and even try to send good teachers in the knowledge of the Qur'an to teach those who are far away. From this explanation, it is clear that learning the Qur'an is the interaction of students with educators through the process of learning, teaching, guiding, and training students to read, memorize, and understand the Qur'an fluently and correctly according to the rules of tajweed.

In this classroom action research, the learning of the Qur'an in question is learning the Qur'an which is one of the sub-chapters on Islamic religious education subjects in the general curriculum that is religious in nature both in Muhammadiyah schools and other

schools. The target in learning the Qur'an is how students are able to read, understand and memorize the verses of the Qur'an well.

1.1.2 Memorizing the Qur'an

Al-Qur'an is a book that was revealed to the Prophet Muhammad Saw., whose reading is recorded as an act of worship. Memorizing the Qur'an is an effort to enter the Qur'an into the heart. The same statement that memorizing the Qur'an is to collect the Qur'an in the chest. So one day the Prophet Muhammad was forbidden by Allah from imitating the reading of the Angel Gabriel sentence by sentence, before Gabriel finished reading it, so that he could memorize and truly understand the revealed verse until it penetrated his heart. It is explained that memorizing the Qur'an is an effort to enter the verses of the Qur'an until they are properly embedded in memory and ready to keep them from being lost from memory by repeating them. From this description, it can be explained that memorizing the Qur'an is a process to absorb, maintain, preserve and preserve the purity of the Qur'an which was revealed to the Prophet Muhammad Saw., so that it will remain in memory both in part and in whole which in time will be able to brought back to the original.

1.1.3 Method of Memorizing the Qur'an

There are many ways to memorize the Qur'an, including the first Thariqah Tasalsuli, namely reading the first verse, then repeating it to memorize. After memorizing this first verse, it will be continued in the second verse to be repeated until it is memorized fluently and mutqin words that are often expressed by memorizing the Qur'an which means very strongly attached. Then read the next verse and memorize it again until the mutqin continues to do so. Second; Tariqah Jam'i is memorizing the first verse until it runs smoothly, then proceeds to the second verse until it runs smoothly. After perfecting the memorized verse limit, it is repeated from the beginning of the first verse to the last with several repetitions until the memorization runs smoothly without problems. Third; Tariqah Muqassam is memorizing by dividing the memorization into several parts that are limited in meaning, and writing down the results of the memorization on paper. And give every memorized with a subtitle, then memorized cumulatively and combined.

Other memorization methods that can be applied include: Bin Nazhar is a method by reading memorized verses repeatedly. This method is the most classic method until now is still applied in learning to memorize the Qur'an. Furthermore, there is Tahfidz which is a method of memorizing by reciting little by little from the verses of the Qur'an that have been read over and over again. And there is the Talaqqi method which is a method by depositing or listening to memorization to a teacher. In addition to some of these memorization methods, there is also another memorization method delivered, namely there is a method (1) Takrir, namely listening to memorization to the teacher or companion. (2) Tasmi 'is a method by listening to the memorization of fellow memorizers or others. Furthermore, along with the development of the times, new methods emerged, namely (1) Talqin and listening to recorded voices, namely the teacher reads once and then the students follow and then the participants listen to readings from well-known sheikhs. (2) Movement and gesture methods, methods that use hand movements when bored in reading (Hidayah, 2017). The method with movement is a method that adapts to the psychology of children who are happy with the activeness of the results, that the method with this movement makes children happy and not easily bored so this method is suitable to be applied to early childhood (Mulyani et al., 2018). Children's age is playing age for them, so the method of memorizing must be adjusted to their age. So that the combination of

methods he calls the modern method that is currently developing will be very helpful in the process of memorizing and strengthening the memorization of the Qur'an.

1.1.4 Learning Motivation

Motivation is a state within an individual or organism that drives behavior toward a goal (Latipah et al., 2020). Basically, the notion of motivation involves three main things, namely the existence of encouragement, the activity or process of its implementation, and the goals to be achieved. From these three things, three questions about individual behavior can be formulated, namely what, how, and why (Andriani and Rasto, 2019). What questions ask about what drives the individual to do something (motive). The how question refers to how the individual performs or carries out the drive (activity). The question why is the individual's reason for doing something (the goal). Learning motivation can be seen from the extent to which students pay attention to a lesson, ask a lot of questions and want to learn. Student motivation naturally has to do with students' desire to participate in the learning process. But it is also related to the reasons or goals that underlie their involvement or non-involvement in academic activities. Although both students can be motivated to do a task, the source of their motivation may be different.

To determine the level of student motivation in learning activities can be observed through three aspects, namely: First; own desire and initiative to learn. This is the strength or energy within the individual or student concerned. Second; involvement that is characterized by seriousness in doing the task given. This is a form of interaction between individual internal forces and situations from outside the individual (external). Third; commitment to continue learning. People who have a strong commitment and belief in learning will have high learning motivation. Learning such as learning with hand gestures can change student attitudes in a way that can be measured and the changes can be clearly seen. It can be said that changes in student behavior result from the motivation given in the learning process. The teacher does not give a lot of lectures but gives brief instructions and examples either done alone or through simulation. In this study, the researcher used this hand gesture method in learning the Qur'an as a well-prepared subject matter, then students would repeat the material with fun.

2. METHODS

2.1. Research Design

In this research, the method used is classroom action research. Classroom Action Research (CAR) as a form of reflective research conducted by the teacher himself whose results can be used as a tool for school development, developing teaching skills, and so on.

Thus, classroom action research is related to the problems of daily learning practices faced by teachers. This type of classroom action research (CAR) is participant action research, in which the person who will carry out the action must be involved in the research process from the start. In this action research, the researcher performs an action, an experiment, which is specifically observed continuously, seen the pluses and minuses, then a controlled change is made at maximum effort in the form of the most appropriate action. In CAR, the teacher can examine the learning practices that he or she does in class. With classroom action research, teachers can conduct research on students from the aspect of their interactions in the learning process. So the purpose of this classroom action research is to improve or enhance learning activities in overcoming student difficulties in learning.

The design or design in the research is Classroom Action Research (CAR). CAR is "an observation of learning activities in the form of an action, which is intentionally raised and occurs in a class together" The Classroom Action Research (CAR), see **Figure 1**, procedure begins with a pre-cycle and a cycle consisting of four activities, namely: planning, action, observation, reflection (Ru'iyah and Kistoro, 2019).

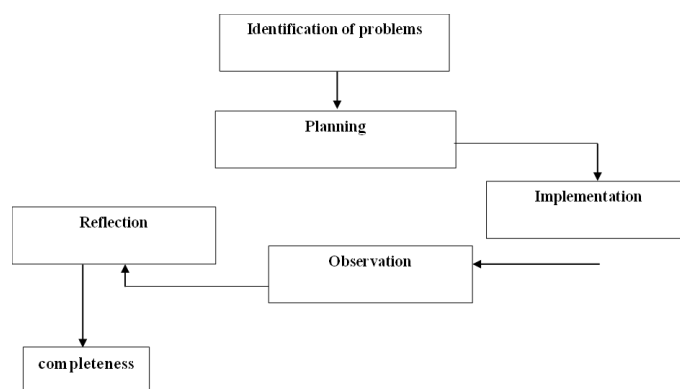


Figure 1. Class Action Research Cycle

2.2 Setting and Research Subject

This classroom action research was carried out at SD Muhammadiyah Karangjajen Yogyakarta on the subject of PAI Sub-Chapter Al-Qur'an. After the observation researchers found a problem that students in PAI learning students were less active and tended to be passive and their memorization results tended to not be on target. This research will be carried out in 2021/2022, namely October 15 to November 11, 2021. The timing is adjusted to the school education calendar, because this research requires action in the teaching and learning process. The research subjects were conducted in Class V A, which consisted of 11 students, 5 male and 6 female. Sources of students are from SD Muhammadiyah Karangjajen data for the 2021/2022 academic year.

2.3 Data collection technique

This study used several instruments for data collection, namely tests through pretest and posttest, observation and questionnaires. Tests and Oste are used to determine students' abilities before and after being given treatment. Observation is used at the time of implementation of treatment. While the questionnaire was used to determine the level of students' understanding of the method used.

Relating to data collection through these instruments, before being used, validity is first carried out by expert judgment who are experts in their fields, especially experts in the instrument.

2.4. Data analysis technique

In data analysis, two data analysis techniques are used, namely qualitatively and quantitatively. Qualitative data analysis is an analytical process consisting of three streams of activities that occur simultaneously, namely data reduction, data presentation, and drawing conclusions or verification. In data reduction in this study, the researcher chose data in the form of the process of learning activities and learning outcomes, the factors that influence learning outcomes were obtained from field notes. The data is still in the form of complex data.

After the data is reduced, the next step is to display the data. In the data display, the researcher gives meaning to the displayed data. In qualitative research, the form of data can be done in the form of brief descriptions, charts, and the like. The method that the researcher uses in giving meaning to the data in the form of the answers obtained is a qualitative descriptive analysis method, which describes the data according to what happened and gives interpretation in the form of descriptive or explanatory narratives. The next step is drawing conclusions. The conclusion of the qualitative research that is expected is a new finding that has never existed before. Findings can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be in the form of interactive relationships, hypotheses or theories.

In this study, the data obtained were in the form of test results for students of Class V SD Muhammadiyah Karangjaten Yogyakarta which had been presented in the data display and then interpreted. After that the data is analyzed to get a conclusion. Meanwhile, quantitative data analysis was used to evaluate the results of questionnaires and tests, either pretest or posttest.

The research data were analyzed using the average formula with quantitative data tabulation techniques based on the results of the action. The results of the action are described in concrete data, based on the minimum score, maximum score so that the average value is obtained. Quantitative data analysis technique is a scale to determine the increase in their learning motivation. Quantitative data is in the form of numbers. The learning motivation scale is a Likert scale. Looking for the percentage of the results of the learning motivation scale with the following formula:

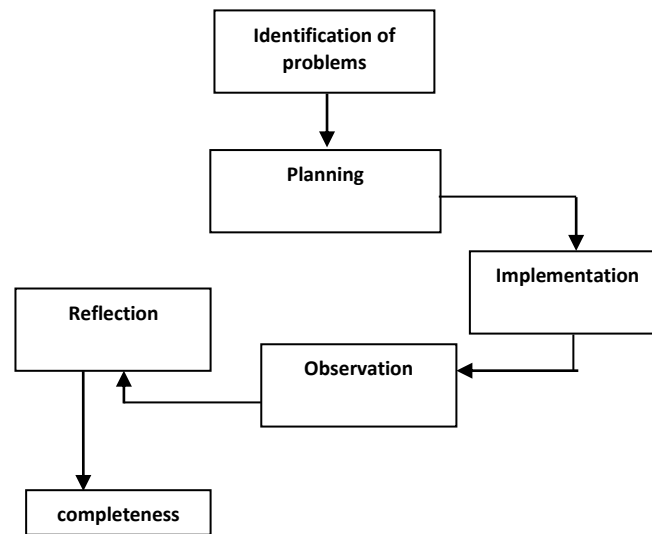
$$M = \frac{\sum(\text{Skor Perolehan})}{\sum(\text{Skor Maksimal})} \times 100\%$$

The data generated from the pre-test and post-test will be used to test the improvement in memorizing the Qur'an before using the hand gesture method and improving after using the hand gesture method. Testing the significance of the difference between the pretest and posttest was carried out using the t-test difference test. In this case, the researcher uses SPSS 23, namely the Paired sample T test, the purpose is to test whether there is a difference in the average of the two groups in pairs (Wijaya, 2009:59). The criteria of students' memorization is in the **Table 1**. The criterion is that if the significance level is 0.05, then it is stated that there is a significant difference in the memorization results, whereas if the results of the significance level are >0.05, then it is stated that there is no significant difference in the memorization results. The hypothesis raised is that there is no significant difference between before and after using the hand gesture method in learning (H0) and there is a significant difference between before and after using the hand gesture method in learning (H1).

Table 1. Criteria for Assessment of Students' Memorization

Score	Description
60	If students memorize less than 3 verses
65	If students memorize 5 to 10 verses
70	If students memorize 10 to 15 verses
75	If students memorize 15 to 17 verses
80	If students memorize but still not fluent
85	If students can memorize fluently and tartil, but there are still errors of less than 5
90	If students can memorize fluently and tartil, but there are still errors of less than 2.
95	If students can memorize fluently and tartil

Research is said to be sufficient if students experience an increase in learning motivation by 75%, and have reached the sufficient category with a score between 19-24 in the level of learning motivation. Improved memorization of the Koran for fifth graders, which is marked by an overall average score of 75 students or students who have memorized 15 to 17 verses.



3. RESULTS AND DISCUSSION

Based on the results of observations made, data and information obtained that the method used in the PAI learning process in the Al-Qur'an chapter so far is the lecture method or teacher center (which is centered on the teacher and in reading and memorizing the Qur'an only through one-way reading, the teacher reads the students imitating or reading together without variation. Students tend to be passive, less active, students are bored in the learning process so that there is no interaction between teachers and students which has an impact on the motivation of memorizing the Qur'an of participants educate itself. Furthermore, in the initial action related to student motivation, the results can be seen as shown in **Tables 2** and **Tables 3**.

Table 2. Student Questionnaire Data Before Using the Hand Gesture Method

Students	Aspects of assessment						Score	%
	1	2	3	4	5	6		
A 1	5	2	1	2	4	5	19	46
H 2	5	1	2	2	5	4	19	50
M 3	4	2	2	2	4	2	16	46
N 4	3	3	4	2	2	2	16	53
R 5	4	3	3	1	4	1	16	53
A6	4	3	3	2	2	2	16	53
A7	5	1	2	2	3	2	15	50
E8	5	2	3	2	2	2	16	53
G9	4	3	2	2	2	2	15	50
J10.	4	2	3	2	2	2	15	50
N11	4	3	2	1	4	2	16	53
Total score classic	47	25	27	21	28	21		
Classical Percentage	85	45	49	38	50	38	87,14	

Table 3. Qualification Data and Intervals Before Using the Hand Motion Method

Interval	category	Students	%
25-30	Tall	0	0
19-24	Enough	2	18
10-18	Not enough	9	81
0-9	Not much	0	0

Based on the results of the questionnaire, it is known that 9 students have low motivation, 2 students have moderate motivation and no students have high motivation. The percentage of students' motivation scores before the action was 18% with a sufficient level of motivation. Students with a low level of motivation are 81%. Meanwhile, at the high level of motivation there is none.

The next step is in accordance with the plan of the researcher to try the hand gesture method in learning PAI sub-chapter Al-Qur'an to increase the learning motivation of class students. The results obtained data as listed in **Table 4**.

Table 4. Student Questionnaire Data After Using the Hand Gesture Method

Student initials	Assessment Aspect						Score	%
	1	2	3	4	5	6		
A 1	5	4	5	4	5	4	27	90
H 2	4	4	4	4	5	5	26	87
M 3	4	4	3	3	4	4	22	73
N 4	5	4	5	3	3	3	23	77
R 5	5	4	4	4	4	5	26	87
A6	3	4	4	4	5	4	24	80
A7	5	5	5	5	5	5	30	100
E8	4	4	4	4	5	5	26	87
G9	4	5	4	5	5	5	28	93
J10.	4	4	4	4	5	5	26	87
N11	5	5	5	5	5	5	30	100
Total Classical Score	48	47	47	45	51	50		

Based on the **Table 5**, the percentage of students' motivational observations using the hand gesture method in the pre-action was 18% in the less category, while after the action stage it reached 81% in the high category. The results of this observation indicate that there is a significant increase in students' learning motivation after using the hand gesture method in learning the Qur'an.

Table 5. Qualifications and Intervals After Using the Hand Gesture Method

Interval	Category	Students	%
25-30	Tall	9	81
19-24	Enough	2	18
10-18	Not enough	0	0
0-9	Not much	0	0

Furthermore, based on research that has been carried out, it is known that the memorization results of students in learning the Qur'an through the application of the hand gesture method have increased. This is based on the pretest and posttest data in **Table 6**.

Table 6. Pretes and Posttest Data

Initials	Gender	Pretest	Posttest
A1	Man	70	85
H2	Man	75	90
M3	Man	60	80
N4	Man	65	75
R5	Man	65	80
A6	Woman	65	75
A7	Woman	60	80
E8	Woman	60	85
G9	Woman	60	85
J10	Woman	60	75
N11	Woman	65	80

As for the correlation test, the prerequisite for testing the hypothesis, namely the normality test, shows that all normal data are in accordance with the data in **Table 7**.

Table 7: Normality Test Results

group	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
rote result group a	,252	11	,049	,803	11	,010
group b	,210	11	,191	,896	11	,165

The results of the data above show that the sig value (P value) is 0.10 for the pretest and 0.165 for the post test, which means that the data is normally distributed because the P value > 0.05. The data can be continued for the use of the paired sample T test. Meanwhile the results of the average value and the paired test sample T test can be explained in **Table 8**.

Table 8: Results of the Average Score

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	64,09	11	4,908	1,480
posttest	80,91	11	4,908	1,480

Table 9: Paired Sample Test T-Test Results

	Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1 pretest - posttest		-16,818	5,135	1,548	-20,268	-13,369	-10,864	10	,000

Based on the data in table 8 and **Table 9**, it shows that the average posttest value is 80.90 with a standard deviation of 4.908 and a standard error of 1.480. This shows that the average after using the hand gesture method in learning the Qur'an has increased compared to before using the hand gesture method.

Furthermore, in table 8 the t-count results show -10,864 with a P value of 0.00 < 0.05, meaning that there is a significant difference in memorization results after using the hand gesture method in learning the Qur'an. A negative value on t-count indicates the initial value

is lower than the next value. The difference between the students' memorization scores on the average pre-test and post-test was -16,818.

3.1 Discussion

In this classroom action research, the discussion is based on the results of the research followed by reflection on the action stage. In general, the teaching and learning process that took place at the action stage had been going well. All the stages contained in learning with the hand gesture method in learning the Qur'an have been carried out by the teacher in a coherent manner although improvements need to be made. In detail, the discussion of the results of the research at the action stage is described below.

3.2 Student Learning Motivation

The implementation of learning with the hand gesture method at the action stage went well. In the learning process in the action stage, the percentage of students' learning motivation is 81% with a high level of learning motivation category. The percentage of motivation level category is 0% less, enough category is 18%, very less category is 0%. From the results of observations of learning motivation at this action stage, it shows that the first success indicator of this research has been achieved, namely the increase in students' learning motivation >75%, ie 80% of their learning motivation has reached the high category with a score between 25-30. This shows that the hand gesture method can increase students' motivation in learning the Qur'an.

Motivation is very important in learning, because with high motivation learning objectives will be achieved. High motivation can be seen from the attention of students to the material presented in learning, and carrying out learning material activities well. As stated by Emda who found that student learning motivation will be seen from the extent to which students have attention to a lesson, and carry out their learning activities well (Emda, 2018).

Students' attention to learning material is one form of student motivation which has something to do with students' desire to participate and be involved in the learning process. So according to Winkel it is stated that the motivation of students will have an impact on the emergence of a lot of energy to do in learning (Marisa, 2019). Therefore, in learning the Qur'an with this hand gesture method, students participate, because with that in learning the memorization process will be easy and of course the learning objectives will be achieved.

3.3 Improved Student Memorization

Before learning with the hand gesture method was applied in class 5, the average student's memorization results were 60.09 with the criteria for memorization still very low, namely students memorizing less than five verses. But after learning with the hand gesture method was applied, it showed an increase in the average memorization of students.

Based on the students' memorization in the posttest, it shows that the indicators of success for both of these studies have been achieved. It is marked by an increase in the memorization of the Qur'an by 5th grade students of SD Muhammadiyah Karangajen with an average memorization score of 75, which is 80.90 students have memorized the memorized letters although they are still not fluent.

The application of learning with the hand gesture method on the material of the Qur'an makes PAI learning in the sub-chapter of the Qur'an more meaningful, fun, and raises the

activity of students because this learning model involves students playing an active role in learning. In the learning process using the hand gesture method on the Qur'anic material, students are active mentally and physically. Mental activities carried out in learning with the hand gesture method on Al-Qur'an material can make learning meaningful and fun so that it is easy for students to memorize the Qur'an. Learning with the hand gesture method on the Qur'anic material can increase the activity of students, that the hand gesture method in memorizing the Qur'an makes it easier to remember the verses being memorized. The hand gesture method combines movement, pronunciation, recitation and meaning. Then this fun learning process will optimize the right brain and the left brain, and connect several intelligences (Salamah, 2018).

In addition, students are still children who really like games. As stated by Zulminiati, that playing is a characteristic of children's activities (Zulminiati, 2012). This shows that the child easily accepts something pleasant. For this reason, the method needed in memorizing the Al-Quran for children is a fun method, namely the hand gesture method so that it makes them interested and memorable.

4. CONCLUSION

Based on the results of the research and discussion, it was concluded that the application of learning with the hand gesture method on the Al-Qur'an material was able to increase the learning motivation of 5th grade students of SD Muhammadiyah Karangakajen. This is indicated by the percentage increase in students' learning motivation from the observations. Students' learning motivation increased by 80% with a high level of motivation category.

The application of learning with the hand gesture method on the material of the Qur'an can improve the memorization of the Qur'an of students. This is shown by before applying the hand gesture learning method to the Qur'anic material, the average student memorization was only 64.09 with the criteria for memorizing students still under five verses. However, after applying the hand gesture learning method to the Al-Qur'an material, the average value of memorizing the Qur'an of students rose to 80.90 with the criteria that students had memorized the memorized letter material.

Researchers provide some suggestions as follows: (1) for schools, should provide guidance to teachers to use a variety of learning models such as learning with the method of hand gestures on the material of the Qur'an, so as to create active and fun learning for participants students to achieve optimal learning objectives, (2) for teachers, learning with the method of hand gestures on the material of the Qur'an can be used by teachers as a variation of learning models as well as to improve students' memorization of the Qur'an. Teachers should be diligent in providing motivation and enthusiasm for students to be active in learning, (3) for further researchers, should conduct a more in-depth study of the application of learning with the hand gesture method on the material of the Qur'an and develop it further so that it can be better in increasing the active learning of students.

7. REFERENCES

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