Development of an integrated and differentiated tahfidz teaching module to improve Quran memorization for students at MI Plus Al-Fatimah Sukorejo Bojonegoro

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Abstract: Teaching modules are independent curriculum frameworks that replace traditional lesson plans. The independent curriculum teaching module, which serves as a replacement for the RPP, has a diverse format that encompasses learning material/content, teaching methods, interpretation, and evaluation techniques. These modules are designed systematically and engagingly to meet the desired success indicators. The primary goal of developing teaching modules is to provide teachers with instructional tools that can guide them effectively in the teaching process. Teachers are given the autonomy to choose or modify the provided modules by the government to better match their students' characteristics or to create their own modules tailored to their students' needs. The developed teaching modules include integrated modules for tahfidz subjects at Madrasah Ibtidaiyah Plus Al-Fatimah, differentiated modules for tahfidz subjects at Madrasah Ibtidaiyah, guidelines for developing tahfidz teaching modules, instruments for developing these modules, and evaluation tools for assessing the module development process. This research and development (R&D) approach aims to create integrated and differentiated tahfidz teaching modules specifically for MI Plus Al-Fatimah. These modules cover the tahfidz teaching program, implementation guides, and evaluation instruments to assess the program's success. The development process involves the principal to ensure that students can achieve the target of memorizing four juz within six years at the madrasah ibtidaiyah level. The development stages include determining learning strategies and media, producing the modules, and creating assessment tools. This phased approach ensures that the integrated and differentiated tahfidz teaching modules are effective and meet the educational goals of the institution.
Keywords: Teaching module, tahfidz, integrated, differentiated.

Introduction

Based on Permendikbud Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes, the learning process in educational units is held in an interactive, inspiring, fun, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. (Roro Diah Wahyu Lestari et al., n.d.-a., 2022).

Currently, it is very important for us to transform various educational disciplines in the current era of digitalization, especially with the independent curriculum model that must be poured into the process of teaching and learning activities. Educational institutions must frequently hold seminars, workshops, discussions and so on to improve the quality of education. Because according to him, one

of the indicators of whether or not the HDI of a region increases can be measured from the success in the field of education.

Practical activities to modify or compile teaching modules and project modules independently need to be carried out repeatedly to strengthen skills in planning learning in accordance with the conditions, needs and characteristics of students. This is in line with the results of training activities in 2021 which stated that through training it can increase knowledge and deepen teachers' understanding and competence. (Roro Diah Wahyu Lestari et al., n.d.-b., 2022).

Here are some data and facts that can support the importance of education transformation and education quality improvement activities: 1) World Bank Data on Education Quality: a) According to World Bank data, countries with high education quality scores show a positive correlation with an increase in the Human Development Index (HDI). Countries like Finland and Singapore, known for their high-quality education systems, also have high HDIs. b) The World Bank's 2021 report indicates that every 10% increase in education quality scores can increase GDP per capita by 0.5% per year; 2) UNESCO Institute for Statistics (UIS): a) UNESCO notes that children who receive quality education are more likely to actively participate in social and economic life and have greater access to good jobs. b) UIS data shows that the global literacy rate has significantly increased in countries that have implemented education reforms and improved teacher quality; 3) OECD PISA Results: a) The OECD's Programme for International Student Assessment (PISA) indicates that countries with education systems that encourage active participation, creativity, and initiative among students, such as South Korea and Japan, have higher PISA scores than countries with more traditional teaching approaches. b) The PISA 2018 results show that students who learn in supportive and challenging environments are more likely to achieve better learning outcomes; 4) National Data from Indonesia: a) The Indonesian Central Statistics Agency (BPS) reports that improving the quality of education contributes to a decrease in the unemployment rate. BPS data from 2020 shows that the unemployment rate among higher education graduates is lower than among those who only complete primary education. b) Data from the Indonesian Ministry of Education and Culture shows that schools that frequently conduct training and workshops for teachers demonstrate a significant improvement in student learning outcomes; 5) Impact of Digital Transformation: a) A study by McKinsey & Company (2020) states that digitization in education can improve access and quality of education, especially in remote areas. Digitization enables more equitable distribution of educational resources and enriches students' learning experiences. b) Research by the International Society for Technology in Education (ISTE) shows that the use of technology in learning can increase student engagement by 20% and learning outcomes by 15%.

Although the government and local education units are given the space to manage the curriculum independently by adjusting to the needs of students, teaching modules must still be prepared based on the Learning and Assessment Guidelines determined by the Government of Indonesia. There are three core components in the teaching module of the Independent Curriculum: Meaningful Comprehension, Trigger Questions, and Study Sheets. Therefore, to achieve competency standards, good teaching module planning is a necessity because it is a reference for teachers in designing and executing the learning process in the classroom later. (Mardhiah & Husna, n.d., 2020).

Here's a brief summary of the gaps in the current teaching practices: a) Lack of Flexibility: Traditional lesson plans often follow a one-size-fits-all approach, which doesn't accommodate diverse student needs and learning styles; b) Inconsistency in Delivery: There is variability in how learning materials, teaching methods, and evaluation techniques are delivered, leading to inconsistent teaching quality; c) Insufficient Guidelines and Tools: Traditional plans lack comprehensive guidelines and tools for development, implementation, and evaluation, making it hard for teachers to measure and improve their teaching effectiveness; d) Specific Educational Goals: Traditional lesson plans may not align with specific educational goals, such as memorizing four juz within six years at the madrasah ibtidaiyah level.

The development of teaching modules aims to provide teaching tools that can guide teachers to carry out learning. In its use, teachers have the freedom to choose or modify the teaching modules that have been provided by the government to adjust to the characteristics of students or to compile their own teaching modules according to the characteristics of students. One of the learning tools that is important for the success of the implementation of learning in schools is the teaching module. (Izzah Salsabilla et al., 2023)

The teaching module is an independent curriculum body which is a substitute for the learning plan. The independent curriculum teaching module replaces the RPP, featuring a diverse format that includes learning materials/content, methods, interpretations, and evaluation techniques, all organized systematically and impressively to meet the desired success indicators. Teachers create these teaching modules prior to classroom instruction. One key function of the teaching module is to ease the content delivery burden on teachers, allowing them more time to act as tutors and assist students throughout the learning process. (Tinggi & Islam Binamadani, 2022)

Modules are a form of teaching materials that are packaged in a complete and systematic manner, which contains a set of learning experiences that are planned and designed to help students master specific learning goals. The module contains at least learning objectives, learning materials/substances, and evaluations. The writing of the module aims to include:

a. Clarify and simplify the presentation of the message so that it is not too verbal.
b. Overcoming the limitations of time, space, and senses, both students or training participants and teachers/instructors.
c. Can be used appropriately and variedly.
d. Increase motivation and passion for learning for students or training participants.
e. Develop students' ability to interact directly with the environment and other learning resources.
f. Allow students or training participants to learn independently according to their abilities and interests.
g. Allow students or training participants to measure or evaluate their own learning outcomes. (Module Preparation Technique By: Dwi Rahdiyanta *), n.d.)

Madrasah Ibtidaiyah Plus Al-Fatimah is the place where research will be carried out, because it is no longer a private thing, that the madrasah is growing rapidly, this year is the fifth year of the establishment of Madrasah Ibtidaiyah Plus Al Fatimah, it has automatically carried out any activities to improve the quality of the madrasah, one of the main programs is tahfidz Al-Qur'an which alternately finds methods that are suitable for the field. The first is to use the tilawati method, then the yanbu'a method and for now the madrasah has improved by using the ummi method.

From here, at least what teaching modules are found so that the learning process is in accordance with its goals and is also adjusted to the circumstances of the students it faces. Therefore, the development of integrated and differentiated teaching modules is very necessary to be carried out, and this is in accordance with the direction of the madrasah supervisor, which provides input on how teachers are able to create their own teaching modules that are adapted to the situation in the field. This is what makes a novelty in a study on the development of an integrated and differentiated tahfidz teaching module that applies at Madrasah Ibtidaiyah Plus Al-Fatimah. Which produces a learning process that is in accordance with its goals, namely the target of 4 Juz for Madrasah Ibtidaiyah Plus Al-Fatimah students.

Method

The type of research and development (R&D) was chosen to develop an integrated and differentiated tahfidz teaching module at Madrasah Ibtidaiyah Plus Al-Fatimah. The teaching module developed contains an integrated teaching module on tahfidz subjects at Madrasah Ibtidaiyah, a

differentiated teaching module on tahfidz subjects at Madrasah Ibtidaiyah, guidelines for implementing the development of tahfidz teaching modules, instruments for implementing the development of tahfidz teaching modules and evaluation instruments for implementing the development of tahfidz teaching modules. The subject of this study is the Supervisor of Madrasah Ibtidaiyah Plus Al-Fatimah totaling 2 people. 5 Tahfidz teachers, one tahfidz teacher was involved in preliminary research activities, one tahfidz teacher was involved in the development of tahfidz teaching modules and three tahfidz teachers were respondents to the effectiveness testing stage activities. The Head of Madrasah Madrasah Ibtidaiyah Plus Al-Fatimah is involved in the development of integrated and differentiated tahfidz teaching modules.

The type of research and development (R&D) was chosen to develop an integrated and differentiated tahfidz teaching module at MI Plus Al-Fatimah. The teaching module developed contains the tahfidz teaching module program at Madrasah Ibtidaiyah Plus Al-Fatimah, guidelines for implementing the tahfidz teaching module at Madrasah Ibtidaiyah Plus Al-Fatimah and evaluation instruments for the success of program implementation. The subjects of this study are 5 Tahfidz teachers. 5 people are involved with details of 2 people in preliminary research activities, one person for teaching module trial activities and 2 tahfidz teachers as respondents to the effectiveness testing stage activities. Head of Madrasah Ibtidaiyah Plus Al-Fatimah.

The research problem will be approached with R&D-type research. The research procedure will be carried out through four (4) stages, namely:

Phase I, preliminary study, including needs analysis activities (problem identification, collection of supporting data) tahfidz teaching modules that are still in the stage of finding those that suit the needs and abilities of students, literature study, problem formulation, goal setting, namely so that students are able to memorize the Qur'an according to their abilities and needs.

Phase II, product development, including: designing the development of integrated and differentiated tahfidz teaching modules through a trial of the adoption of the tahfidz method (tilawati method, yanbu'a method and ummi method) so that collaboration between these methods is found by considering the ability and needs of students in memorizing the Qur'an and evaluation instruments of integrated and differentiated tahfidz teaching modules (including how much the tahfidz teaching module is achieved in MI Plus Al-Fatimah in improving students' memorization) so that it becomes an improvement for his madrasah.

Phase III, field test stage. a) Limited trial (design of integrated and decentralized tahfidz teaching modules), on teachers and heads of Madrasah Ibtidaiyah Plus Al-Fatimah. This activity is to determine the applicability of the teaching module according to the design The results of the limited trial analysis are used for program improvement; b) The implementation of the development of integrated and differentiated tahfidz teaching modules on a wide scale. The effectiveness of the development of teaching modules is determined in the following ways: The first way is to measure the development of tahfidz teaching modules. The second way is to compare the results of the implementation of the development of tahfidz teaching modules; c) Repair of the program device, which is ready to be applied.

Phase IV, dissemination of research results is carried out by publishing the results on seminar forums and writing articles in scientific journals. The research steps that will be carried out in more detail can be seen in the image below;
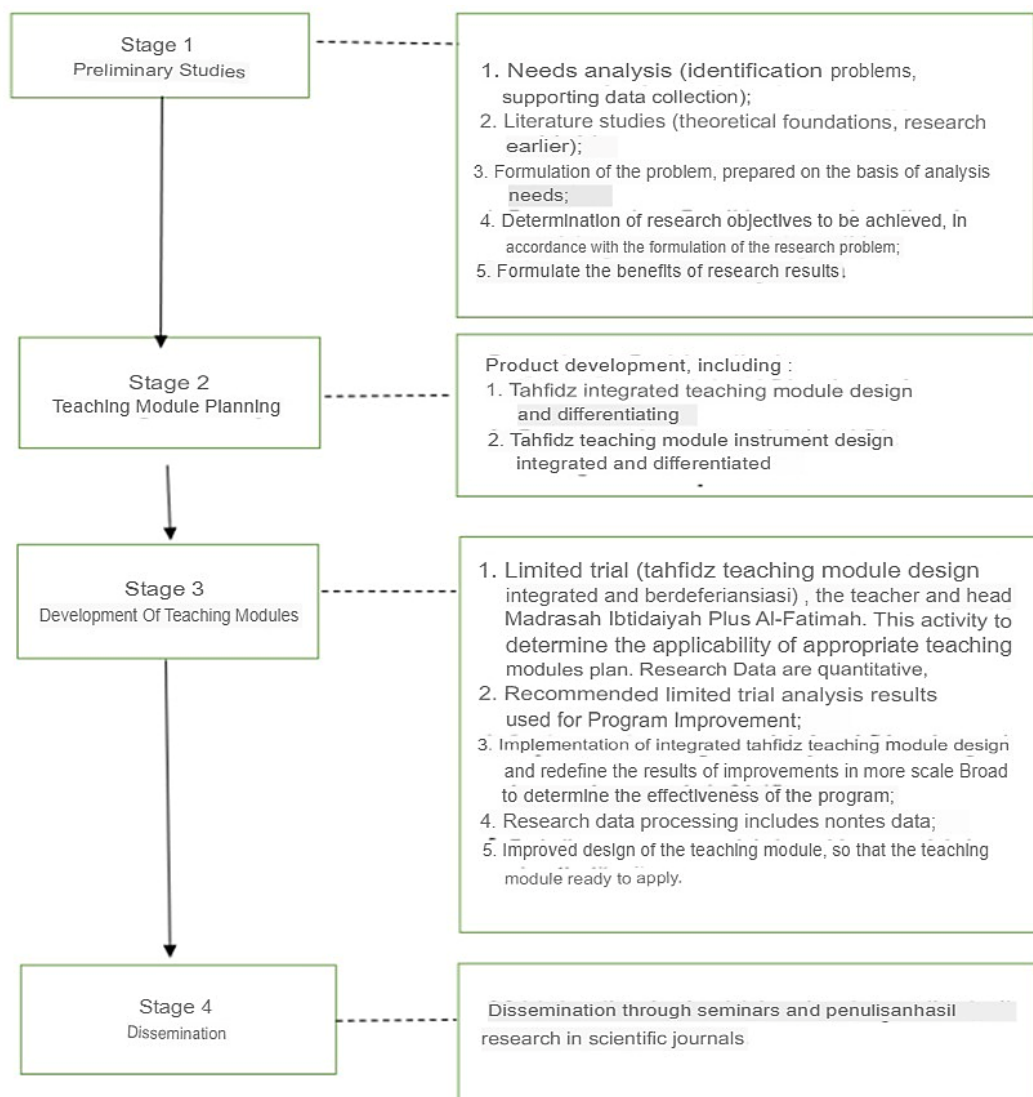
Figure 1. The research procedure

Results and Discussion

Madrasah Ibtidaiyah Plus Al Fatimah has a flagship program, one of which is tahfidz Al-Qur'an by having a memorization target for students later when they graduate from grade 6 are required to have a minimum of 3 Juz memorization, starting from Juz 30, Juz 29 and Juz 1. Therefore, Madrasah Ibtidaiyah Plus Al Fatimah is very necessary to develop its own tahfidz teaching module by looking at and observing the abilities of the students themselves. Because in accordance with the current curriculum, which is student-centered by looking at needs, the ability of students first applies the tahfidz module which is what kind of sagar is in accordance with the abilities of each student.

It is no longer unusual that in memorizing all students have different abilities, of course the methods used also adjust. Therefore, it is necessary to develop an integrated and differentiated tahfidz teaching module by looking at and adjusting the ability of students, namely with the guidelines of the Ummi tahfidz method module. Before explaining at length about this tahfidz ummi method, previously it was conveyed by the tahfidz subject teacher himself that to determine this ummi method is also a very long process.

At the beginning of grade 1, the students of tahfidz used tilawati s as a guideline in memorization, but with the passage of time this method was only able to last a year and a half because they looked back at the students' abilities and the development of their memorization. In the first year the students had

reached half a juz of 30. And in the second year this tahfidz method changed to the yanbu'a method because the educators were very lacking to apply this method and also saw the ability of students who were less able to use this method in terms of the makhorijul of the letters, this method also lasted for a period of two years less, but with this yanbu'a method one of the students already had reached juz 1.

Again adjusting the circumstances and abilities of students and the professionalism of tahfidz subject teachers in applying it, so that when heading towards the fourth year in accordance with the decision of the head of the madrasah and also the chairman of the Foundation, finally the ummi method is used to apply the tahfidz method at Madrasah Ibtidaiyah Plus Al Fatimah Bojonegoro. The first step taken is to carry out ummi method training for all educators at Madrasah Ibtidaiyah Plus Al Fatimah Bojonegoro for one week. Furthermore, the results of the training are applied to students so that in how to write, how to read and especially in memorization according to and the same as what is in the ummi method. So that in its application until now, tahfidz students have adopted from the ummi method.

The adoption of the ummi method applied at Madrasah Ibtidaiyah Plus Al Fatimah Bojonegoro was then made a tahfidz teaching module that is integrated into all subjects so that students do not become monotonous and feel bored in memorizing the Qur'an, one of which is by integrating tahfidz with mathematics subjects in terms of how many verses are in the letter, and also integrated with extracurricular qiro'ah and other Qur'anic recitation arts. Meanwhile, the differentiated tahfidz teaching module is the tahfidz module which is differentiated from other tahfidz modules, because this module has gone through a trial and error process many times so that it is found that the adoption from the ummi method to the differentiated tahfidz teaching module is found, namely not only from memorizing it but also the way students read and write is adjusted to this module and of course using strategies and approaches by adjusting the abilities and needs of each student.

These findings make important contributions to theory and previous research in several ways. First, the integration of the Ummi method of tahfidz learning into all subjects at Madrasah Ibtidaiyah Plus Al Fatimah Bojonegoro demonstrates an innovative approach to increasing student interest and engagement in studying the Qur'an. This is consistent with learning theories that emphasize the importance of employing diverse methods to motivate students and prevent boredom in learning. Second, the development of a differentiated tahfidz learning module represents a progressive step in understanding that each student has different needs and abilities. This supports the theory of differentiated learning, which emphasizes the importance of providing different approaches to meet the individual needs of students. These findings also expand our understanding of the importance of integrating religious education with other subjects, such as mathematics, and the importance of developing learning modules that are adaptive and responsive to student needs. Therefore, these findings can serve as a basis for further research in the development of more effective and comprehensive learning methods.

The development of this integrated and differentiated tahfidz teaching module certainly involves the first from the head of the madrasah because how to achieve the target of Four Juz by students within 6 years while at the madrasah ibtidaiyah level, and the second is from the tahfidz teacher himself because he sees, observes and understands the needs and abilities of students in the memorization stage which automatically each student has the ability to so that students who are able and able to memorize are automatically easy to apply this tahfidz teaching module. However, for students who are below the average memorization, it is also appropriate for the tahfidz teacher to really embrace and accompany the student so that they remain enthusiastic in memorizing which adjusts from the tahfidz teaching module. Because this tahfidz teaching module is a new thing and needs to be developed, especially from tahfidz teachers at Madrasah Ibtidaiyah Plus Al Fatimah. Several existing theories in the field of education and teaching focus on approaches tailored to the individual needs of students. Here are some theories supported by these findings: First, Theory of Differentiated Instruction: This theory states that each student has different needs and abilities, so teaching methods should be adapted to meet individual

needs. The development of an integrated tahfidz module focused on student needs and abilities supports this theory; Second, Theory of Integrated Learning: This theory emphasizes the importance of integrating various subjects to create a more holistic and meaningful learning experience. The use of a tahfidz module integrated with other subjects, such as mathematics, supports this theory. Third, Theory of Learning Motivation: This theory states that variation in teaching methods can increase student motivation. By combining tahfidz with extracurricular activities and various subjects, this module helps maintain student interest and motivation, supporting the theory of learning motivation.

However, these findings also challenge some traditional practices in tahfidz teaching that tend to be monotonous and less adaptive to individual student needs. The new module shows that a more flexible and adaptive approach can be more effective in achieving desired outcomes, suggesting that conventional methods may need to be evaluated and adjusted to be more relevant to current student needs.

Overall, these findings support modern educational theories that emphasize personal and integrated approaches compared to more homogeneous and strictly structured traditional methods

The findings of this research demonstrate that the development of integrated and differentiated tahfidz teaching modules is an effective and innovative approach to improving the quality of tahfidz learning at Madrasah Ibtidaiyah Plus Al Fatimah Bojonegoro. These findings support modern learning theories that emphasize the importance of tailoring teaching methods to the individual needs of students and integrating various subjects to create a more holistic and meaningful learning experience. Additionally, the more flexible and adaptive approach implemented in these modules has proven to be more effective in achieving desired outcomes compared to traditional methods, which tend to be monotonous and less responsive to students' needs. Therefore, this research significantly contributes to the development of more comprehensive and relevant tahfidz teaching methods that meet the needs of today's students.

And from the development of this integrated and differentiated tahfidz teaching module, almost 55% of students in grade 5 have been able to memorize 3 juz, namely juz 30, juz 29 and juz 1, while for 45%, namely for students who are still in the memorization stage at juz 30 and juz 29. So that from the percentage and development of this tahfidz teaching module, it can be said that when the student enters the 6th grade level, they can already achieve the target of one of the flagship programs at Madrasah Ibtidaiyah Plus Al Fatimah, namely memorization of 3 juz while at the madrasah Ibtidaiyah level.

The development of this integrated and decentralized tahfidz teaching module is conducted in stages, including establishing learning strategies and media, producing the modules, and developing assessment tools. Consequently, the modules are structured according to a predetermined design. In this context, the module design is based on the Learning Implementation Plan (RPP) prepared by the teacher. The framework for the module in this guideline has been established, allowing madrasas to either implement it directly or modify it according to their needs without compromising the essential elements that must be included in a module.

Based on the design that has been developed, modules are arranged for each module needed. The process of preparing the module consists of three main stages.

a. Establish suitable learning strategies and media. During this stage, it's essential to consider the characteristics of the competencies to be learned, the learners, and the context in which the module will be used. This involves adopting the Ummi method with certified teachers according to graduation standards. The media used varies, including books 1-6, ghorib, tajweed for students, teaching aids for material delivery, murottal speakers to support memorization, and conducting muroja'ah kubro at the beginning of semester exams.

b. Producing the physical module. The module's content includes learning objectives, learner prerequisites, substance or learning materials, forms of learning activities, and supporting

components from the Ummi method. These are compiled by the tahfidz teacher according to the Ummi method standards, covering reading, writing, and memorizing.

c. Developing assessment tools. It's important to ensure that all aspects of competence (knowledge, skills, and related attitudes) are assessed based on predetermined criteria. This includes maintaining achievement books and grade recaps to measure student progress daily.

Conclusion

The development of the integrated and differentiated tahfidz teaching module involves the first from the head of the madrasah because how to achieve the target of Four Juz by students within 6 years while at the madrasah ibtidaiyah level. The development of this integrated and decentralized tahfidz teaching module is carried out in stages, namely;

a. Establishing learning strategies and media involves adopting the Ummi method with teachers certified according to its standards. The media used are varied, including books 1-6, ghorib, tajweed for students, teaching aids for material delivery, murottal speakers to support memorization, and conducting muroja'ah kubro at the beginning of semester exams.

b. Producing modules includes specifying learning objectives, prerequisites for learners, substance or learning material, forms of learning activities, and supporting components adopted from the Ummi method. These are prepared by the tahfidz teacher according to the Ummi method standards, covering how to read, write, and memorize.

c. Developing assessment tools requires ensuring that all aspects of competence (knowledge, skills, and related attitudes) are assessed based on predetermined criteria. This involves maintaining achievement books and grade recaps to measure student progress daily.

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