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The effect of resitation methods on Arabic writing skills in Al-Qur'an hadits lessons at MTS Darul Hikmah Pekanbaru during COVID-19

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Abstract--This research is motivated by low Arabic writing skills, considers that writing Arabic is less important, some students do not understand Arabic writing skills, students are less able to write clearly while the teacher has given the correct Arabic writing procedures. A student should have high Arabic writing skills, Arabic writing skills are very important for every student because it is the key to success in expanding and increasing vocabulary growth, writing fluency and compiling sentences. The formulation of the problem in this study is how the effect of the recitation method on Arabic writing skills in Al-qur'an hadith subjects at MTs Darul Hikmah Pekanbaru. The purpose of this study was to determine the effect of the recitation method on Arabic writing skills in Al-qur'an Hadith subjects at MTs Darul Hikmah Pekanbaru. This type of research is quantitative with a correlation approach. The population includes all 7th grade students of MTs Darul Hikmah Pekanbaru, totaling 170 with a sample of 119 students. For data retrieval using a questionnaire and documentation. The results of this study indicate that the hypothesis of the effect of the recitation method on Arabic writing skills in Al-qur'an Hadith subjects is accepted with a significance value of 0.000. The magnitude of the effect is 0.370 or 37%. It can be predicted that if the recitation method is improved, it is predicted that it will contribute to improving Arabic writing skills (Y) by 0.676 or 67.6%. Conversely, if the recitation method decreases, students' Arabic writing skills are predicted to decrease by 0.676 or 67.6%. So it can be concluded from the results of this study that there is a low influence between the provision of the recitation method on Arabic writing skills in Al-qur'an Hadith subjects at MTs Darul Hikmah Pekanbaru.

Keywords--RESITATION, Arabic Writing Skill, Al-Quran Hadith, Islamic Studies.

Introduction

Arabic writing skills are very important for every student because it is the key to success in expanding and increasing vocabulary growth, writing fluency and compiling sentences (Al-Abdullatif, et al., 2020). According to Hasani (2013), writing skills have the same important role as other skills in learning Arabic. In addition, writing skills are used by humans as a place to pour all their imaginations, ideas, thoughts, views of life, and experiences to achieve their goals. Literature building shows that writing can recognize his abilities and potential, writers can practice in developing various ideas, writers can absorb more, seek and master information related to the topic being written, writers can train in organizing ideas systematically and express them explicitly, will can review and assess their own ideas more objectively, by writing something on paper, the author will more easily solve the problem, namely by analyzing it explicitly in a more concrete context, by writing the author is encouraged to continue to study actively, with planned writing activities to get used to the writer thinks and speaks in an orderly and orderly manner (Zaki, 2021; Rosyadi & Ilmi, 2021).

So far there are several studies that examine Arabic writing skills. Such as Hasani's research (2013) which examined the application of the Imla' Method to Improve Writing Skills for Class VIIC Students at MTs Muhammadiyah 02 Pemalang. The problem in this research is that students still find many difficulties in learning to write Arabic, the cause of the difficulties faced by students, among others, because most of the students come from elementary schools who have not tasted Arabic and have never studied it. Ahyar's research (2018) which examines the Mastery of Mufrādat and Qawā'id as an Effort to Improve Arabic Writing Skills. The problem in this study was that students still found many difficulties in learning to write Arabic. Ariyani's research (2011) which examines the improvement of Arabic writing skills using the Quantum Teaching Learning Model of Tandur Technique in Class VIII Islamic Junior High School Moga, Pemalang Regency in 2011. The problem in this study was that students still found many difficulties in learning to write Arabic. From the several studies above, there are differences in this study. The difference is in the method used in this study is the recitation method (Febriani & Anasruddin, 2020).

Although there have been studies on Arabic writing skills, this problem still occurs in the world of education. This also happened at MTs Darul Hikmah Pekanbaru, where there were some students who still did not understand Arabic writing skills. Although there have been studies on Arabic writing skills, this problem still occurs in education. This also happened at MTs Darul Hikmah Pekanbaru, where there were some students who still did not understand Arabic writing skills (Ritonga, et al., 2021).

The above symptoms were obtained from the results of interviews between the author and the subject teacher of Al-Qur'an Hadith at MTs Darul Hikmah Pekanbaru via telephone because during the covid-19 pandemic that hit the whole world, especially in Indonesia, the city of Pekanbaru also experienced its effects, and the impact This is also felt by the author because this pandemic has become a barrier for writers in conducting research because the MTs Darul

Hikmah Pekanbaru foundation limits people who enter the foundation (Rosyadi & Ilmi, 2021; Arifin, et al., 2021).

The problem of low Arabic writing skills in these students is assumed to be overcome by using the recitation method by the teacher in learning (Pinem, 2020; Sutejo & Sulisawati, 2021). Suryani (2018) in teaching and learning activities of Al-Qur'an Hadith, we need a learning method that challenges students' memory so that it can improve students' understanding of the subject matter and help students to make teaching and learning activities more embedded in memory with a learning atmosphere that is not monotonous. One of the learning methods is the recitation method. Based on this, this research examines the strengthening of the recitation method in developing Arabic writing skills in seventh grade students at MTs Darul Hikmah Pekanbaru. Strengthening the recitation method to develop Arabic writing skills is a new thing that has never been studied by researchers in the world of Indonesian Islamic Higher Education (Wargadinata, et al., 2020; Bahruddin, & Febriani, 2020).

Method

Research is a systematic effort to provide answers to problems or phenomena being faced. This type of research is quantitative with a correlation approach. Correlation research is a research conducted by collecting a number of data to determine and determine whether there is a relationship between the two variables being measured. This research was conducted at MTs Darul Hikmah Jalan Manyar Sakti No. KM 12, Simpang Baru, Kec. Tampan, Pekanbaru City, Riau 28293.

The subjects of this study were seventh grade students at MTs Darul Hikmah Pekanbaru. Meanwhile, the object of this research is the Recitation Method and Arabic Writing Skills for seventh grade students of MTs Darul Hikmah Pekanbaru.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. Population relates to all groups of people, events, or objects that are the center of research attention to be The population of this study were students of class VII MTs Darul Hikmah Pekanbaru totaling 170 people.

The sampling technique is proportionate stratified random sampling, namely the determination of the sample taking into account the strata (levels) that exist in the population. Due to the very large population, the researcher took a sample using the Slovin formula with a margin of error of 5%, which was 119 students.

To find out whether the compiled questionnaire is valid / authentic, it is necessary to test it with a correlation test between the score (value) of each question item and the total score of the questionnaire. The correlation technique commonly used is the product moment correlation technique. According to Riduwan & Sunarto (2017: 80) product moment correlation is useful for knowing the degree of relationship and contribution of the independent variable (independent) with the dependent variable and to find out whether the correlation

value of each question is significant, it can be seen in the product value table. momentb or use SPSS to test it. Invalid question items must be discarded or not used as a question instrument. The calculated r value in the validity test is > 0.30 and the P value (Probability) < 0.05 .

To note that the calculation/reliability test must be carried out only on questions that already have or meet the validity test, if they do not meet the validity test requirements then there is no need to continue for the reliability test. To track consistency the alpha value must be $>$ (greater) than 0.60. The method used to measure the scale of the range is Cronbach's Alpha. The reliability test is a continuation of the validity test, where the items that enter the test are only valid items. To determine whether the instrument is reliable or not, the limit of 0.6 is used. The data analysis technique used is the normality test, linearity test, and hypothesis testing.

Discussion

Students are the main role in the educational component that aims to gain knowledge and learning to develop and grow both in terms of affective, cognitive, and also skills through the learning process provided by educators. Likewise, at MTs Darul Wisdom Pekanbaru, students are given good learning and knowledge by a teacher so that they can become knowledgeable and competent individuals in any field. This can be seen from the learning activities provided by the school, namely general lessons in order to develop their intelligence and boarding lessons for spirituality as well as lessons given very maximally by the teacher. The total number of students at MTs Darul Wisdom Pekanbaru is 843 students.

The research data on the Effect of the Recitation Method on Arabic Writing Skills in Al-Qur'an Hadith Subjects at MTs Darul Hikmah Pekanbaru is data collected from the field, which was distributed using a questionnaire. The results of the data obtained are based on a questionnaire that the author distributed to 119 respondents who became the sample in the study.

Based on the recapitulation table of the questionnaire scores for the Variable X recitation method, it can be concluded that the answers of students who stated strongly agree on the questionnaire were 1537 (53.8%), while a number of students who disagreed were 1279 (44.7%), then the number of students who disagreed was 1279 (44.7%). students who stated neutral or did not agree as many as 21 (0.7%), while students who stated disagreed were 7 (0.2%,) and the remaining students who stated strongly disagreed were 9 (2%). Thus, it can be seen that in testing the Recitation Method using a questionnaire technique that has been carried out and is in accordance with the indicators in the teacher's perception, almost half of them stated that it was very good, namely 90.2%. Then the results of the questionnaire on the variable X (Recitation Method) at MTs Darul Hikmah Pekanbaru were 2856 or 90.2%.

Based on the recapitulation table of the variable Y (Arabic Writing Skills) questionnaire scores, it can be concluded that "Strongly Agree on the questionnaire amounted to 1562 (54.6%), while those who stated "Agree" were 1259 (44.0%), then the number of participants students who stated neutral or did

not agree were 24 (0.8%), then 14 (0.4%), and the rest of the students who stated strongly disagreed were 8 (0.2%). Thus, it can be seen in the testing of Arabic Writing Skills using the questionnaire technique that has been carried out and is in accordance with the existing indicators in the perception of students, almost half of them stated very well 54.6%. Then the results of the questionnaire for the Y variable (Arabic Writing Skills) at MTs Darul Hikmah Pekanbaru were 2856 or 90.7%.

Data analysis

Normality Test

The results of the calculation of the normality test (Variable X) "Recitation Method" and (Variable Y) "Arabic Writing Skills" in this study used the SPSS 22 application with the One Sample Kolmogorov-Smirnov method. For decision making whether the data is normal or not, it is enough to look at the significance value (Asymp Sig 2-tailed). If the significance is less than 0.05 then the conclusion is that the data is not normally distributed. If the significance is greater than 0.05 then the data is normally distributed. The results of the calculation of the normality test for variables X and Y are described in the following table:

Table 1. One-Sample Kolmogorov-Smirnov Test
One-Sample Kolmogorov-Smirnov Test

		variabel x	variabel y
N		119	119
Normal	Mean	107.97	108.49
Parameters ^{a,b}	Std. Deviation	4.834	5.376
Most Extreme	Absolute	.127	.220
Differences	Positive	.084	.139
	Negative	-.127	-.220
	Test Statistic	.177	.280
	Asymp. Sig. (2-tailed)	.135 ^c	.174 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, it can be seen that the value of Asymp Sig. (2-tailed) is $0.135 > 0.05$ so it can be concluded that the Recitation Method (variable X) is normally distributed and from the table above it can be seen the value of Asymp Sig. (2-tailed) is $0.174 > 0.05$ so it can be concluded that the Arabic Writing Skills variable (Variable Y) is normally distributed.

Linearity test

For Linearity test at a significance level of 0.05. Two variables are said to have a linear relationship if their significance value is more than 0.05. This linearity test is used to determine the linearity of the data whether the variable data has a relationship or not. This test is used as a requirement in Pearson analysis or

simple linear regression. This test uses SPSS 22. Another theory also states that two variables have a linear relationship if the significance is more than 0.05.

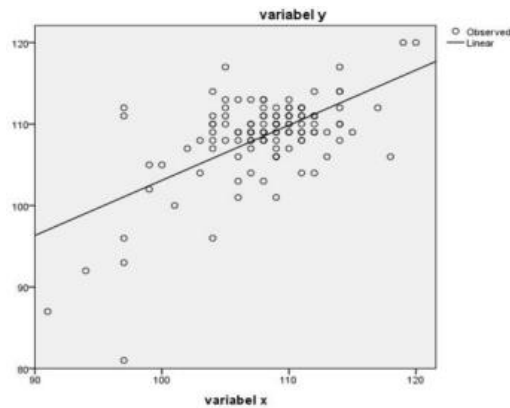


Figure 1. Linearity Test Results Curve

Based on the results of the curve above, it shows that there is a positive linearity relationship. Where the Recitation Method has a positive relationship with Arabic Writing skills.

Hypothesis Test

Hypothesis testing is carried out to determine whether the data that has been collected has an influence or not. In this study, hypothesis testing was carried out using the SPSS 22 program with linearity. For decision making whether there is an influence or not, it is enough to look at the linearity significance value. If the significance is less than 0.05 then the conclusion is that there is an effect. If the significance is greater than 0.05 then there is no effect. The results of the calculation of the hypothesis test for Variable X and Variable Y are described in the following table.

Table 2. Result of Hypothesis Test

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1261.134	1	1261.134	68.674	.000 ^b
Residual	2148.597	117	18.364		
Total	3409.731	118			

a. Dependent Variable : Variable Y (Writing Skill)

b. Predictors : (Constant), Variable X (Recitation)

By using Anova data analysis, it was found that the significant value was 0.000. Because the significance is less than 0.05, it can be concluded that the hypothesis in this study is accepted, namely that there is an effect of the Recitation Method on Arabic Writing Skills in Al-Qur'an Hadith Subjects at MTs Darul Hikmah Pekanbaru.

Table 3. Model Summary
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608 ^a	.370	.364	4.285

a. Predictors : (Constant), Variable X (Writing Skill)

b. Dependent Variable : Variable Y (Recitation)

In the table above, it is explained that the effect of the Recitation Method (X) on Arabic Writing Skills (Y) is seen from the value (R Square) which is 0.370 or 37.0% which is in the range of 0.20-0.399 in the low category. While the remaining 0.63% is influenced by factors outside of Arabic Writing Skills. Then the Summary Model above also explains the coefficient (R) of 0.608, the magnitude of the relationship between the Recitation Method and Arabic Writing Skills is 0.608 or 60.8%, the R value (0.608) which is in the range 0.60-7.99 belongs to the strong category. So the relationship between the Recitation Method and Arabic Writing Skills is strong. Based on the table above, it shows the value of the coefficient of determination (R Square) of 0.370 in the coefficient interval which lies in the range of 0.20 – 0.399 with the criterion of a low level of influence, this means that the level of influence of the Recitation Method on Students' Arabic Writing Skills is Low.

Table 4. Coefficients Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	35.477	8.819		4.023	.000
variabel x	.676	.082	.608	8.287	.000

a. Dependent Variable : Variable Y (Writing Skill)

From the explanation of the Coefficients table above, it shows the value (Constants) = 35,477 and the value (B) is 0.676 (X) and the significant level of 0.000 (X) is positive. From the Coefficients table, a simple linear regression equation is obtained, namely: $=a+bX = 35,477 + 0,676 X$, then constant (a) is 35,477, meaning that students' Arabic Writing Skills is 35,477 before getting the Recitation Method. As for the coefficient value of 0.676(X). It can be explained that each Recitation Method is improved, it is predicted that it will contribute to improving Arabic Writing Skills (Y) by 0.676 or 67.6%. On the other hand, if the recitation method decreases, the students' Arabic writing skills are predicted to decrease by 0.676 or 67.6%.

Data Interpretation

The interpretation of this data is carried out in order to relate the findings made in the field with existing theories. Based on the findings in the field that have been collected, the results in this study explain that there is a Method for Arabic Writing Skills in Learning Al-Qur'an Hadith at MTs Darul Hikmah Pekanbaru.

This can be seen from the hypothesis test which states that if the significance value is 0.000 or ($0.000 < 0.05$). The large effect of the Recitation Method on the Arabic Writing skills of students is 0.370 or 37.0%, while the remaining 63% is influenced by other factors. While the level of relationship between the Recitation Method and Arabic Writing Skills of Students is 0.608 or 60.8%, meaning that there is a strong relationship between the Recitation Method and Arabic Writing Skills in Learning Al-Qur'an Hadith at MTs Darul Hikmah Pekanbaru. The results of this study are 0.370 or 37.0% Arabic writing skills are influenced by the recitation method, while the remaining 63% are influenced by other factors. In other studies, there are also several factors that can affect the writing skills of Arabic writing skills apart from the recitation method. So the recitation method contributes quite a lot in improving students' Arabic writing skills, but there are still many other factors that can be explored by students to improve their Arabic writing skills (Wibowo, et al., 2018; Anwar, 2019; Karyati, et al., 2018).

Conclusion

Based on the data analysis described in the previous chapter, the Anova output table uses 119 respondents, it is known that the Sig value is $0.000 < 0.05$, so it can be stated that the hypothesis is accepted, meaning that there is an effect of the Recitation Method (X) on Arabic Writing Skills (Y). at MTs Darul Hikmah Pekanbaru. Then the Model Summary table uses 119 respondents, it is stated that the influence of the Recitation Method (X) on Arabic Writing Skills (Y) is 0.370 or 37.0%, the Recitation Method (X) is 0.370 or 37.0%, while the rest is influenced by factors other. Then viewed from the Summary Model, it also explains the coefficient value (R) of 0.608, the magnitude of the relationship between the Recitation Method (X) and Arabic Writing Skills (Y) is 0.608 or 60.8%, the R value (0.608) which is in the range of 0.60 -0.799 belongs to the strong category. So the relationship between the Recitation Method and Arabic Writing Skills is strong.

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