The Use of Non-Verbal Communication to Improve the Ability to Memorize Surah Al-Ikhlas in Class II Students of MI DDI Teppo Pinrang

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Abstract

This article discusses the use of non-verbal communication to improve the ability to memorize Surah al Ikhlas in Class II students of MI DDI Teppo Pinrang. This study aims to determine the use of non-verbal communication to improve the ability to memorize surah al Ikhlas in Class II students of MI DDI Teppo, Pinrang Regency. The type of research used in this research is Classroom Action Research or Classroom Action Research (PTK). The location of this research is MI DDI Teppo Pinrang Regency. The results showed, a) Steps to improve the ability to memorize surah al ikhlas for class II students of MI DDI Teppo, Pinrang Regency through the use of non-verbal communication which includes body movements (kinesthetic), facial expressions and other gestures (body image). b) The results of the application of non-verbal communication in improving the ability to memorize surah al Ikhlas for students in Class II MI DDI Teppo Pinrang have been successful and have increased. This can be proven by the acquisition of an average value in each cycle that has increased, namely cycle I of 6.34, then cycle II of 7.5, and cycle III of 8.54. c) Ability to memorize surah al Ikhlas in students through using non-verbal communication experienced a significant increase from the acquisition of the average value in each cycle. The use of non-verbal communication is effective in improving the ability to memorize surah al Ikhlas in class II students of MI DDI Teppo, Pinrang Regency.

Keywords: communication, non verbal, memorizing

1. Introduction

Education in essentially an attempt to pass and "Cultivating" values that will become a rail for humans in living life and at the same time as an alternative solution to improve the fate and civilization of the people. Without education, it is possible for human life to remain in place without giving birth to new generations who have a future plan to renew human civilization. Education is a fixed price for the sake of creating a new, more advanced and competitive order.

Education that is carefully planned and implemented on target will provide very satisfying results for teachers, as educators, and students, as learners. But one thing that should be noted by all elements of the human life. Communication is a basic human activity, by communicating humans can relate to each other both in daily life at home, at school, at work, in society or wherever humans are (Muhammad, 2017).

Communication colors all aspects of life, including social, cultural, political, economic, health, education and so on. Islam also encourages mankind to communicate with each other, to fellow humans and to God. As in the word of Allah SWT in Q.S. al-Hujurat: 13; "O mankind! Lo! We have created you from a male and a female, and have made you nations and tribes that ye may know one another . Lo! The most honorable of you in the sight of Allah is the most pious of you. Lo! Allah is Knower, aware".

Communication can be done verbally and in writing, signs, symbols, and signs. Transportation can be done by land, air and sea. Communication is carried out both traditionally and modernly with tools ranging from the simplest to the most up-to-date and sophisticated (Widjaja, 2000).

Communication can influence changes in behavior, way of life, social life, and existing values. The communication process is basically no different from the teaching and learning process.

In the teaching and learning process, there is a reciprocal relationship between educators and those who are educated, sustainable towards goals that can be realized together, namely being able to successfully educate until the students achieve better performance. The teaching and education process is gradual, complementary and sustainable. This is not only done in the process of general education, but in religious matters such as learning about the Qur'an.

Based on the background, the problem formulations in this study are as follows; 1) What are the steps for using non-verbal communication at MI DDI Teppo Pinrang?; 2) How are the results of the application of non-verbal communication in improving the ability to memorize surah *Al-Ikhlas* in Class II MI DDI Teppo Pinrang?, and, 3) How to increase the ability to memorize surah *Al-Ikhlas* through the use of non-verbal communication of students at MI DDI Teppo Pinrang?.

Communication is carried out using body movements, facial expressions, and other cues. Communication that is carried out by a student with his teacher is non-verbal, one of which is using body part movements. Ability is the mental or physical power that an individual has in carrying out activities that each individual has differences. Memorization is a process of repeating something, obtained from reading, or hearing information into memory so that it can be repeated.

The ability to memorize *surah Al-Ikhlas* is the ability to maintain or maintain as a revelation of Allah through the process of absorbing lafaẓ -lafaẓ surah *Al-Ikhlas in* accordance with the rules of reading the Qur'an into the mind to be able to remember and recite it without looking at the mushaf or writing , through the process of memorizing using non-verbal communication, namely surah surah *Al-Ikhlas.*

2. Study the Literature and Basis of Theory

2.1. Literature Review

Relevant Research Use of communication in the learning process is very important. This causes many researchers in the field of education to conduct research relevant to learning media , including the following;

Niwasatun Ulmi, entitled *Verbal and Non-Verbal Communication in the Process of Tahfidz Al-Qur'an* (*Study of Santri at Madinatul Ilmi Islamic Boarding School, Pagelaran District, Pringsewu District*), thesis of Islamic Religious Education UIN Raden Intan Lampung in 2017. This research resulted in the conclusion that the process of verbal and non-verbal communication in the activities of tahfidz Al-Qur'an in the form of spoken language, kinesic messages and artificial messages have not been going well, because of several obstacles communicators, communicants, infrastructure and environment which are the causes of the program's ineffectiveness.

Some references to books and journals that are relevant and can support research by researchers include;

Stewart L. Tubbs and Sylvia Moss, *Human Communication* , suggest that nonverbal communication is a communication process where messages are not delivered use words (Tubbs & Moss, 2005).

Michael Eaves and Dale G Leathers, in their book entitled *Successful Nonverbal Communication: Principles and Applications,* systematically explain the forms of

non-verbal communication, starting from facial expressions, eyes, body and so on (Leathers & Eaves, 2015).

2.2. Theory Basis

2.2.1. Non Verbal Communication

Roger with D. Lawrence Kincaid stated that communication is a process where two people or more form or exchange information with one another (Cangara, 2007). Communication etymologically derived from the word communication means notification or exchange of thoughts and communis is the same, in the same sense of meaning about something (Effendy, 2010). According to Harold Laswell, communication is a process that describes who, says what, in what way, to whom, with what effect. Frista Armanda in the complete Indonesian dictionary argues that communication is the sending and receiving of messages or news from two or more people so that the message in question can be understood (Mulyani, 2011). Non verbal communication is a communication process by which messages delivered using no words (Tubbs & Moss, 2005). With non-verbal communication, people can express their feelings through facial expressions, gestures and others. Every bodily movement we make can reveal our origins, our attitude, our health or even our psychological state.

Muhammad Arni defines nonverbal communication as the creation and exchange of messages by not using words such as communication that uses body movements, gestures, non-word vowels, eye contact, facial expressions, proximity and touch (Muhammad, 2017).

2.2.2. Ability to Memorize Short Surahs

Ability, etymologically comes from the word able which means "power (able, able) to do something". Ability also means the ability or ability to perform certain types of performance (Dally, 2012). A person is said to be capable when he has the ability, ability, strength to carry out certain tasks or skills as required in these tasks and skills. Therefore, in the ability there is the skill to do something properly and carefully as required (Poerwadarminta, 2011). Ability is a person's ability through education to do something, both physically and mentally by using his knowledge and expertise to be able to carry out certain tasks according to his abilities.
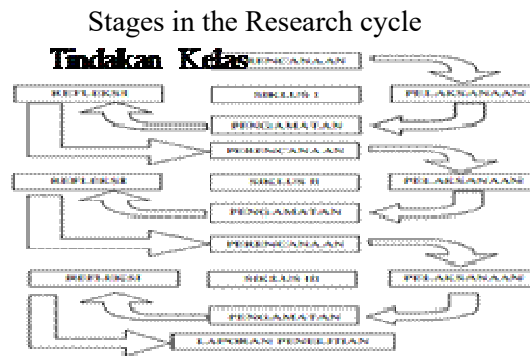
2.3. Action Hypothesis

Based on the theoretical basis and conceptual framework, the hypothesis in classroom research is a temporary answer in a study. The hypothesis in this study is

that the use of non- verbal communication effectively improves the ability to memorize surah *Al-Ikhlas* in class II students of MI DDI Teppo, Pinrang Regency.

3. Research Methodology

The type of research used in this research is *Classroom Action Research* or *Classroom Action Research* (PTK) (Ali & Wahid, 2008). CAR is an effort or action taken by the teacher or researcher to solve learning problems through research activities. [17] Purwadi explained that the CAR is a form of research carried out by teachers to solve problems faced in carrying out its main duties, namely managing the implementation of teaching and learning activities (KBM) (Sukidin & Suranto, 2002). This research was conducted in 3 cycles. This cycle consists of 4 stages, namely action planning, execution of action, observation.

Stages in the Research cycle

This research was conducted in April-May 2019. And the location where this research was conducted was at Madrasah Ibtidaiyah DDI Teppo, Pinrang Regency. As for the subjects in this study were 30 students of Class II Madrasah Ibtidaiyah (MI) DDI Teppo and educators at Madrasah Ibtidaiyah DDI Teppo Pinrang Regency.

Research can not be separated from the instrument or aids, the tools used include observation guidelines. Which observation guidelines are used to find existing research data on the subject to be studied. The instrument is used to observe the learning process, teacher activities, and student activities at MI DDI Teppo, Pinrang Regency. Next is the documentation guideline which in this study was used to examine the background of MI DDI Teppo Pinrang Regency, student data, teaching, learning media, and other data in accordance with this research.

Data analysis is useful for reducing data sets to embodiments that can be understood through logical and systematic descriptions so that the focus of the study can be

examined, tested and answered carefully and thoroughly; data reduction, Presentation of Data, Verification and Conclusion Withdrawal.

Quantitative data such as data from observations of student activeness and learning achievement were analyzed using descriptive analysis and visual presentation. The dish illustrates that with the action taken may lead to an improvement, improvement, change towards the better than the previous situation.

To find out the results of actions that have been taken can lead to improvements, increases and changes from the previous situation , the researchers used the formula:

$$P = \frac{\text{Post Rate-Base Rate}}{\text{Jumlah Siswa}} \times 100\%$$

Information:
P = Success Rate
Post Rate = Average value (After action)
Base Rate = Average value (Before action)

4. Results and Discussion

4.1. Description of Research Results

Classroom action research (CAR) as described in the research procedure of several stages of activities, namely planning, action and reflection, these activities are repeated in each cycle.The results of observations at this first meeting can be seen in the following table:

The results of observation of understanding indicators in cycle I

Observed aspects	F	%
Understanding non-verbal communication with body movements	4	13.33
Understand non-verbal communication with expressions	6	20
Understand non-verbal communication with other cues	6	20
Knowing the sign or symbol being displayed	14	46.67
Memorize surah *al-Ikhlas* with the use of non-verbal communication	7	23.33

In the table above it can be shown that students understand non-verbal communication with body movements for 4 out of 30 students (13.33%). Understanding non-verbal communication with expressions of 6 students (20%). Understanding non-verbal communication with other cues by 6 students (20%). Knowing the signs or symbols displayed by 14 students (46.67%), memorizing Surah *al-Ikhlas* using non-verbal

communication by 7 students (23.33%). At the end of the first cycle meeting, a test was held to determine the use of non-verbal communication in increasing the ability to memorize surah *al-Ikhlas* in students, with indicators of understanding, as follows:

After preparing everything needed to sell, traders start trading in their own way or strategy. The method used by traders is by calling or yelling (calling out loud) to the buyer so that the buyer feels interested in buying the goods being sold. When the buyer feels interested in the goods sold by the merchant, a bargaining process occurs between the seller and the buyer, both bargaining related to the price of merchandise and bargaining related to the quantity of goods demanded by the buyer. If traders and buyers feel compatible and agree on the price and quantity of goods requested, a sale and purchase transaction will occur.

At the end of the first cycle meeting, a test was held to determine the use of non-verbal communication in increasing the ability to memorize surah *al-Ikhlas* in students, with indicators of understanding, namely; understand non-verbal communication with body movements, Understand non-verbal communication with expressions, understand non-verbal communication with other cues, now the sign or symbol is memorize Surah *al-Ikhlas* using non- verbal communication.

Below are the results of tests on the use of non-verbal communication in improving the ability to memorize surah *al-Ikhlas* in students in cycle I. Class II comprehension indicator test score in cycle I

score	F	%	e.g.
8	4	13.33	32
7	11	36.67	77
6	12	40	66
5	3	10	15
total	30	100	190

The average values in cycle I are as follows; then compared with the average value in semester 1 at class II. From these calculations, it can be seen that there is an increase in the average value from 6.25 to 6.34. The average value of class II semester 2 = 6.25.

Thus, the average score of class II test scores decreased when compared to the average score of class II semesters. The average value of the first cycle = 6.34. Then it will be continued in cycle II.

In the table above, it can be seen that in cycle I, the number of students who got a score of 8 was 4 out of 30 students with a percentage of 13.33%, students who got a score

of 7 were 11 of 30 students with a percentage of 36.67% . The number of students who got a score of 6 was 11 out of 30 students with a percentage of 40%, students who got a score of 5 were 3 out of 30 students with a percentage of 10%. Then the acquisition of the average grade of class II students in the first cycle was 6.34. From the results of the tests in cycle I above. Learning in cycle I is carried out using non-verbal communication to improve the ability to memorize surah *al-Ikhlas,* namely surah *al-Ikhlas.* Cycle II is action planning, consist of basic competence: memorizing selected Surah *al-Ikhlas,* material: memorizing surah *al-Ikhlas*, Indicators: learners are able to memorize Surah al Ikhlas.

Action hypothesis there are efforts to improve the ability to memorize Surah *al Ikhlas* participant students with the use of communication is non –verbal, increasing the ability to memorize surah *al Ikhlas* students by using non-verbal communication can proven by comparing the average value at the end of the cycle I test with the average value at the end of cycle II. Implementation of action there are formulate clear objectives about what abilities students will achieve, understand non-verbal communication with body movements, understand non- verbal communication with facial expression in action, understand non-verbal communication with other cues is know the sign or symbol., and memorize surah *al-Ikhlas* using non- verbal communication.

The results of observations at this second meeting can be seen in the following table : In the table above, it can be shown that students understand non-verbal communication with body movements by 11 out of 30 students (36.67%). Understanding non-verbal communication with expressions of 10 students (26.67%). Understanding non-verbal communication with other cues by 14 students (46.67%). Knowing the sign or symbol of 20 students (66.67%), memorizing Surah *al-ikhlas* by 21 students (70%).

The test scores for understanding in cycle II can be seen in the table below: Class II comprehension test score in cycle II;

Score	F	%	e.g.
10	3	10	30
9	7	23.33	63
8	7	23.33	56
7	7	23.33	49
6	3	10	18
4	2	6.67	8
3	1	3.34	1
Total	30	100	225

The average values in cycle II are as follows:Thus the average value of the test score in cycle II increased when compared with the average value of the test score in cycle I. After analyzing the data in this silkus II, the next step is to observe comparison of the activities of students, teachers, and the average value between cycle I and cycle II. And below there is a comparison table of the average activity of students in cycle II: For more details, see the table below: The average understanding of students in cycle I and cycle II, the average understanding of students in cycle I and cycle II;

Observed aspects	Cycle		Average %
	I (%)	II (%)	
1. Understand non- verbal communication with body movements	13.33	36.67	25
2. Understand non-verbal communication with expressions	20	26.67	23.34
3. Understand non-verbal communication with cues Other	20	46.67	33.34
4. Know the sign or Symbol	46.67	66.67	56.67
5. Memorizing Surah *al-Ikhlas*	23.33	70	46.67

In addition, it can be seen the comparison of the average value of cycle I and cycle II, the result is an increase between the average value between cycle I and cycle II. The average value of the first cycle: 6.34 The average value of the second cycle: 7.5.

Cycle III; meeting 3 for action planning there are basic competence: memorizing surah *al Ikhlas* material: memorizing Surah *al Ikhlas*, indicators: students are able to memorize Surah *al Ikhlas* using non-verbal communication. Action Hypothesis there are efforts to improve the ability to memorize surah al Ikhlas on students with the use of non-verbal communication. Increasing the ability to memorize surah *al Ikhlas* in students with the use of non-verbal communication can be proven by comparing the average score at the end of cycle I with the average value at the end of cycle II. Implementation of action there are formulate clear objectives about what abilities students will achieve, understand non-verbal communication with body movements, understand non-verbal communication with facial expressions, understand non-verbal communication with other cues, and memorize surah *al-Ikhlas*. Thus the averagevalue of the test score in cycle III increases when compared with the average value of the test score in cycle II. The ability to memorize students with the use of non-verbal communication in cycle III has increased significantly.

The average understanding of students in cycle I and cycle II In this third cycle there was a change in almost all items which became an indicator of students' understanding of the material of memorizing surah *al Ikhlas* , which is being able to memorize the Surah *al-Ikhlas*. From the table above, it is shown that the number of students who understand non-verbal communication with body movements increases, namely the second cycle meeting is 36.67% and the third meeting is 86.67%. This is because the teacher has succeeded in encouraging and motivating students to want to understand and remember the body movements that are demonstrated using non-verbal communication. In the item giving examples of facial expressions to students, there was an increase in the second cycle meeting of 26.67%, while the third cycle meeting was 83.34%. This is because students understand and are able to remember the facial expressions that the teacher exhibits . The number of students who can memorize *alIkhlas* surahs increases, namely at the second cycle meeting and the third cycle meeting, which is equal to 100%. Memorizing items of surah *al-Ikhlas* is at the meeting of cycle II and cycle III at 100%. Below are the test results of students in cycle III which are compared with the test results of students in cycle II. The average value of the second cycle = 7.5 The average value of the third cycle = 8.54.

4.2. Action Hypothesis Testing

Based on the theoretical analysis of variables and the conceptual framework above, the hypothesis in this study is that the use of non-verbal communication effectively increases the ability to memorize surah *al Ikhlas* for class II students of MI DDI Teppo, Pinrang Regency, namely surah *al Ikhlas.* Based on the description of the research results above, it can be concluded that the use of non-verbal communication in the learning process is effective to improve memorization skills surah *al Ikhlas* for class II students of MI DDI Teppo, Pinrang Regency has been successful.

4.3. Discussion of Research Results

At the end of each cycle, a test was conducted to determine the extent to which the use of non-verbal communication could affect the students ' ability to memorize surah *al Ikhlas* . Then look for the average test value per cycle. The average scores for the tests in cycles I, II, and III are as follows: from the table above, it can be seen that the average value of the values has increased, namely in the first cycle of 6.34, the second cycle of 7.5, and the third cycle of 8.54. Students' understanding in learning is also influenced by the activities of students in carrying out the learning process. So that in addition to observing students, researchers too make observations of other activities in the class.

The inhibiting factor for the use of non-verbal communication is the teacher's lack of creativity, so as to create non-verbal communication, namely facial expressions and other cues are still lacking. Teachers only rely on non-verbal communication, namely body movements associated with surah *al Ikhlas*. The signs of non-verbal communication can be identified, from the results of research showing that the way a person dresses, sits, stands, facial expressions, and body movements all convey information to others. Our everymovement can represent non-verbal communication, so that other people can interpret what we are doing. Therefore non verbal communication can make it easier for students to remember each memorization.

Various steps or stages in the process of memorizing surah al Ikhlas Al-Qur'an, non-verbal communication is carried out by teachers to students. There are 2 things applied non-verbal communication, namely: kinesics (movement of body parts), and artifacts (*body image*). In the process of memorizing surah *al Ikhlas* using non-verbal communication is very helpful for learning and memorizing the Al-Qur'an. Sometimes I can know the body language (*kinesthetic*) of the teacher who shows facial expressions by showing disappointment about the students' memorization that is not correct, and others, that's where students as communicants can understand the message conveyed by the teacher, that I have to improve ability to memorize surah *al Ikhlas* better.

The results of the research and discussion above can be concluded that the use of non-verbal communication to improve the memorizing ability of al-Ikhlas class II students of MI DDI Teppo, Pinrang Regency has been successful. This can be proven by the acquisition of an average value in each cycle that has increased, namely cycle I of 6.34, cycle II of 7.5, and cycle III of 8.54.

Based on the theoretical basis and conceptual framework above, the hypothesis in classroom research is a temporary answer in a study. The hypothesis in this study is that the use of non-verbal communication effectively improves the ability to memorize surah *al Ikhlas* in class II students of MI DDI Teppo, Pinrang Regency.

5. Conclusion

Steps to improve the ability to memorize surah *al Ikhlas* in class II students of MI DDI Teppo, Pinrang Regency use non-verbal communication which includes body movements (*kinesthetic*), facial expressions and other gestures (*body image*). As an illustration in memorizing surah *al Ikhlas*.

The results of the application of non-verbal communication in improving the ability to memorize surah *al Ikhlas* for students in Class II MI DDI Teppo Pinrang have been

successful and experienced enhancement. This can be proven by the acquisition of an average value in each cycle that has increased, namely cycle I of 6.34, then cycle II of 7.5, and cycle III of 8.54.

The ability to memorize surah *al Ikhlas* in students through using non-verbal communication is a significant increase from the acquisition of the average value in each cycle. The use of non-verbal communication is effective in improving the ability to memorize surah *al Ikhlas* in class II students of MI DDI Teppo, Pinrang Regency. This can be proved by the acquisition of an average value in each cycle has increased.

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