Improving the Ability to Understand the Quran Reading through the Application of the Mind Map Method during the Covid 19 Pandemic in Al-Qur'an Education Institutions Qurrota A'yun at Kutaraja Village, Maleber District, Kuningan Regency

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Abstract

The Qur'an house "Qurotu A'yun" Kutaraja Village, Maleber District, Kuningan Regency, West Java is a religious institution whose learning focus is memorizing the Qur'an and is one of the institutions affected by the Covid 19 pandemic that occurred. The institution takes a learning policy outside the network by implementing health protocols. However, with the learning outside the network, there are still obstacles, including the ineffectiveness of the methods used in learning the memorization of the Qur'an by means outside the network. The method used in community service activities is to provide guidance to teachers and guardians of students in the use of the mind map method of understanding learning. The media used in coaching teachers is with zoom meetings, while the guidance that teachers do for students' guardians is carried out outside the network using health protocols. After coaching on the application of the mind map method, student learning outcomes increased from before and after applying the mind map method by 35.7 percent, so that in an effort to improve student understanding of the ability to read the Qur'an, it is necessary to apply the mind map method in learning to read the Qur'an.

I. Introduction

The Qur'an is a holy book that contains a collection of Allah's words which were conveyed to the Prophet Muhammad through the intermediary of the angel Gabriel, written in manuscripts whose purity is always maintained, and reading them is an act of worship. Al-Qur'an is also a way of life for humans in this world and the hereafter. Science is a conscious effort to investigate, discover, and improve human understanding of various aspects of reality in the human world. (Jaedi. 2019) So that in order to understand the reading of the Qur'an, various effective methods and approaches are needed according to the level of thinking ability of the readers of the Qur'an.

In the activity of studying the Qur'an as the main source of Islamic teaching in which it is taught about faith, Noble Morals, Worship, human relations with God, human relations with humans, and everything related to human life, an effective method is needed, as an effort to able to understand the Qur'an in accordance with the message of Allah conveyed to the Prophet Muhammad. (Purwani, 2010). But in its implementation to be able

to understand the reading of the Qur'an in early childhood students, a method that is fast, precise and correct is needed. in accordance with the rules of reading and the content of the Qur'an, especially related to the ability to understand the reading of the Qur'an.

Community Service by lecturers and students of Master of Islamic Education at Al-Ihya Islamic University / UNISA Kuningan in collaboration with the Qur'an Qur'an Ayun House Institute, Kutaraja Village, Maleber District, Kuningan Regency, West Java. Educate the Qur'an Qur'an Ayun House. The urgency of the training held by UNISA Lecturers and Students and the Qur'an Qur'an Ayun House is so that Al-Qur'an Teachers have Superior Competence to teach related to understanding the reading of the Qur'an to students and parents Guardians of students can guide how to understand reading Al -The Koran for their children at home so that the output of the application of the Mind Map Method is that students are able to understand the reading of the Koran well in terms of text and context. This is a strategic effort in effort to improve the quality of Islamic education in partner institutions, namely the Qur'an Qur'an Ayun House in particular, and can be a model for implementing the method of improving understanding of reading the Qur'an in early childhood at Islamic educational institutions in Indonesia.

The application of the Mind Map Method is an Effective Method, this is because the Mind Map method is a method for storing information received by a person and recalling the information received (Toni Buzan, 2004: 68). According to Sugiarto (75).) that the mind map method is a very good learning method used by teachers to improve student memorization and strong student conceptual understanding, students can also increase creativity through freedom of imagination, which is designed by educators to assist students in compiling important points. of the material being studied in the form of maps or graphs so that students understand it more easily. (Annisah, 2014) So that the application of Mind Map can help the teacher or the teacher to plan, focus attention, organize and explain thoughts, remember well, learn more quickly and efficiently and train the overall picture.

The uses of Mind Maps, according to Buzon (20150) are (1) activating the entire left brain and right brain, (2) assisting in making plans, (3) developing an idea of the mind, (4) creative and fun learning, (5) making Mind Map saves time, (6) solves problems, (7) focuses attention, (8) easy to remember well and (9) flexible

Various problems that hinder learning activities to read the Qur'an for early childhood are the low ability to read the Qur'an in early childhood learning to read the Qur'an with the Traditional Method, considered too long to be absorbed by students, Teaching that is usually done cannot build motivation to learn to understand the reading of the Qur'an more deeply, many participants think that reading the Qur'an, only until they can read it, without being accompanied by the correct reading according to the rules of makhraj and tajwid, is low. teacher teaching methods to build the ability to understand the reading of the Qur'an for students.

In the era of COVID 19, these problems are increasing and are an obstacle experienced by teachers and parents in educational activities, including learning activities to read the Qur'an. This is that the COVID-19 phenomenon began after the announcement that there were 2 Indonesian citizens who were positive for the COVID-19 virus, residents were asked to remain calm but alert by reducing activities outside the home and implementing Health Protocols by washing hands with soap or with hand sanitizer. Sanitizer instead, wear a mask and maintain body stamina by eating and drinking nutritiously. This policy was directly instructed by the President that these conditions require people to work from home, study from home, and worship at home. This policy has caused many schools to temporarily close, offices implement Work From Home (WFH)

for their employees, even many places of worship have eliminated communal worship activities in places of worship and residents are asked to worship in their respective homes and carry out activities at home.

With the command learned of the house is not necessarily acceptable and do the people of Indonesia, especially due to the limited ability of Communication Technology community and also costs much should be spent to purchase Internet packages and some even had to buy mobile phones Android-based to support learning Online (in the network) conducted by each School.

In view of the pandemic, Covid-19 which does not know for sure when it will end, the above-mentioned learning methods can be used as options for students, teachers, and schools so that teaching and learning activities can continue to take place effectively. Therefore, in an effort to improve the understanding of reading the Qur'an, the methods Training Mind Map in learning the Qur'an at the Qurrata Ayun Qur'an House is a solution to the low ability to understand the reading of the Qur'an in learning the Qur'an. , in the era of Covid 19.

II. Research Method

The method used Participatory Action Research (PAR) is research that actively involves all relevant parties (Stakeholders) in reviewing ongoing actions (where their own experience as a problem) in order to make changes and improvements towards more to good. With features, problems, solutions, transformation, and models. (Afandi, 2013).

Community Service Activities [KPM] were carried out at the Qur'an Qurrota A'yun House Education Institute in Kutaraja Village, Maleber District, Kuningan Regency which acted as partners. The implementation of the activities took place in the study room on Sunday, August 08, 2021. In the first stage, interviews were held with managers. institutions and teachers also made observations on the implementation of the learning process activities at the Qur'an Qurrota A'yun house which held MD, TK IT, TPQ, and MDTA education. From the results of the analysis of the implementation of learning in PAUD groups who usually use the Ummi method here in order to improve the ability to understand the reading of the Qur'an, we try to apply the Mind Map method where this method which is usually applied at the middle and high levels is applied at the PAUD level.

The implementation of activities is carried out in three stages, namely:
1. Stages of Socialization and Preparation,
2. Implementation Phase,
3. Evaluation Stage.

In the first stage, the socialization and preparation were carried out with the internal coordination of the activity implementing team and external coordination involving activity partners and the Qur'an Qurrota Ayun Institute Manager and preparation of Learning Media.

The second stage is the implementation of the application of the method mind map is a process of material transfer to teachers as activity partners which is carried out through direct meetings and zoom meetings. This process is focused on mastering the application of the method by using guidebook media in reading and understanding Al-Quran readings, by means of techniques for recording all information creatively and effectively in the form of attractive and colorful pictures or patterns shaped like maps, making it easier for anyone who wants to understand something easily and systematically. will literally map those thoughts.

In this case, it will be applied to Early Age students so that their reasoning power is further developed, especially understanding from memorizing short letters, while the stages of making Mind Maps are as follows:

1. Make sure the main theme is located in the middle by placing it in the middle, this will give the Brain the freedom to spread out in all directions and to express itself more freely and naturally.
2. Use a picture (symbol) or photo as a Central Idea. All pictures mean a thousand words and help to use imagination. A central image will be more interesting because it keeps students Focused, Concentrated and stimulates our brain.
3. Connect child themes or main images to the central image.
4. Connect each theme and mark it with a line, color, or symbol to illustrate the relationship between the related themes.
5. Draw a curved line.
6. Use one key for each line.
7. Use a central image because each image can be a thousand meanings.
8. Develop a mind map shape that suits your individual style or Creativity.
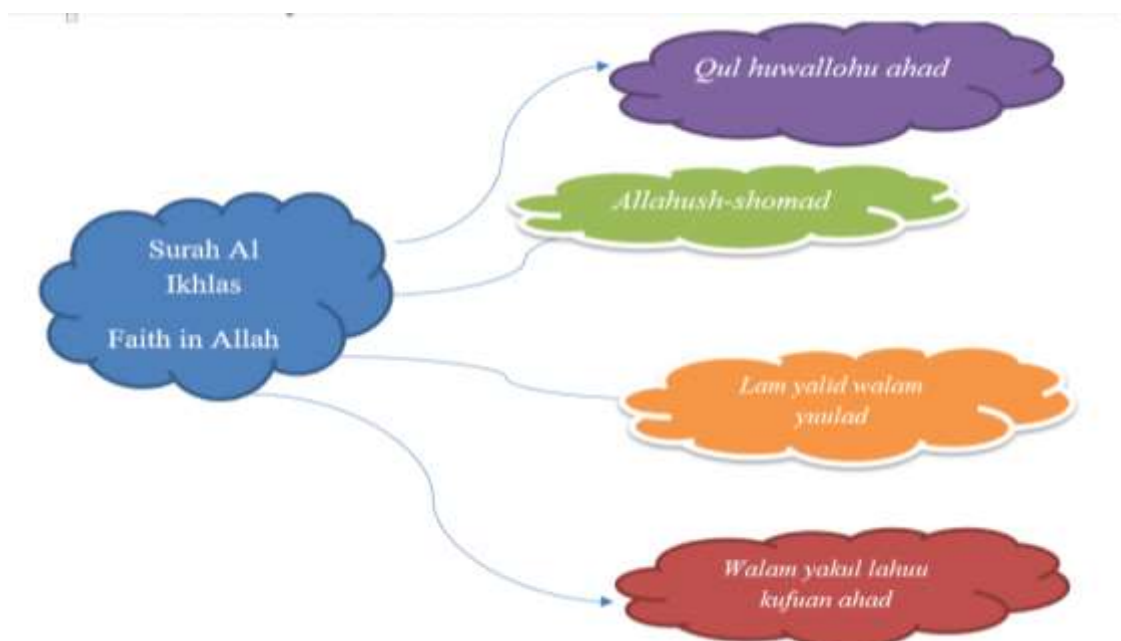
Figure 1. *Example of Method Mind Map*

This method will be applied to Early Age students in the ability to learn to read the Qur'an by seeing and understanding the form, writing, letters or reading in other words this is part of an effort to teach students in terms of reading and writing and understanding the Verses theoretically and practically. , so that it can be applied in everyday life as a form and embodiment of Faith and Taqwa to Allah SWT.

The third stage is evaluation. This evaluation is an assessment of improving reading comprehension of the Qur'an students by conducting training on the application of the method mind Map for teachers and students' guardians. To see an increase in the ability to read the Qur'an of students, after carried out treatment is by teachers and parents of students.

III. Results and Discussion

3.1 Program Socialization and Preparation of Activities

Starting with coordination between field supervisors and students on August 1, 2021, to prepare various needs needed in PKM activities, such as (1) determining titles, (2) making Time Schedules, (3) making an inventory of various issues that arise. faced by partners who are used as objects of activity, (4) find solutions to various problems that occur in the institution, (5) effective models in improving reading comprehension skills of the Qur'an students'.

Figure 2. Preparatory Meeting for Student PKM and Advisors

On August 8, 2021, a visit to conduct a survey of the location was attended by teachers and partners managing the Qur'an Qur'an Ayun House. The survey aims to take an inventory of the problems and obstacles faced in the implementation of learning activities to read the Qur'an from partners so that the activity plans can run well. The discussion went smoothly, partners were committed to playing an active role in this PKM activity.

Figure 3. Survey to Locations Attended by Lecturers, Students, Teachers and Managers of the Qur'an Qurratu Ayu'n House in 2021

3.2 Implementation

The activities carried out in order to achieve the objectives of PKM activities are: training and implementation of theMethod Mind Map in learning the Qur'an for teachers, parents, guardians of students and students, in an effort to increase understanding of the ability to read the Qur'an. to the students of the Qur'an Quratu Ayun House.

This implementation training is applied to Al-Qur'an learning carried out through two forms of meetings, namely offline and online, offline activities, namely by direct observation to locations which will be held on August 10, 2021 with participants consisting of teachers and guardians of students. The online activities use themedia Zoom Meeting in the form of training on the implementation of themethod mind map for teachers and guardians of students delivered by students and accompanied by supervisors.

Figure 4. *Training on the Implementation of the Mind Map Method for Teachers and Guardians of Students*

The sourcebook used in the application This method is Ummi's textbook that teaches the Qur'an to her children with a pattern of reading the Qur'an which directly includes and practices partial readings with several techniques; (1) In a direct way without being spelled/parsed or not much explanation or in other words learning by doing, learning by doing directly, (2) By repeating, readings look more beautiful when we repeat verses or suras in Al-Qur'an, (3) Sincere affection, and patience are the keys to success in educating children, as well as the Ummi method of the Qur'an teacher if you want to be successful you are required to imitate a mother because the teacher is expected to touch the hearts of students. 1

With teachers who have gone through tiered training so that they are licensed or certified and trained, this institution applies the Ummi Method with full sincerity by emphasizing several programs from the 7 basic Ummi programs which include:
1. Tashih Al-Quran Reading
2. tahsin
3. Al-Quran Teacher Certification
4. Coaching.
5. Supervision (Assurance and quality control of the ummi system applied in the institution)
6. Munaqasyah (External quality control / evaluation of final results by ummi foundation)
7. Khotaman and Imtihan

However, this Community Research will focus on theMethod Mind Map which cannot be separated from the Ummi method that runs. We need to dig up the vital data that we need directly from several parties involved in learning activities and then to obtain real data the research is carried out directly by going into the field by producing findings from several meetings, the first meeting the researcher made observations I and at the second meeting the researchers made observations II. In both observations, the researcher applied

themethod Mind Mapping to convey the memorizing material for understanding the QS. Al Ikhlas.

The observation I, Meeting 1 is used to plan the learning process so that there is an increase in motivation to learn and learning outcomes, the following things need to be done: discuss with collaborators about the learning methods that will be used to increase motivation and learning outcomes in order to improve the ability to memorize readings and understand the Qur'an 'a Surah Al Ikhlas and Surah An Naas.

To measure the increase in reading comprehension skills, the students' learning outcomes test was used. The material taught at the first observation meeting 1 is about memorizing and understanding the QS. Al-Ikhlas and An-Naas are 70 minutes long. The learning steps taken are as follows:

3.3 Initial Activities

The teacher greets and prays together; the teacher checks attendance, neatness of dress, seating position adjusted to learning activities; the teacher conveys the learning objectives and the KKM value (75) the teacher motivates students about the importance of understanding the contents of the Koran; the teacher asks about the previous lesson (Adab reading the Koran); the teacher conveys Basic Competencies related to the material to be delivered.

Before the application of the method mind map carried out by the teacher in the class of 70 students, it was known that there were 30 children who scored above the KKM and 40 children who scored below the KKM. If the percentage is the number of children who are below the KKM, that is, while the percentage of children who are above the KKM is.

3.4 Application of the Mind Map Method In learning the Qur'an

students observe the pictures in the manual about the symbols that explain the verse, students observe the teacher's explanation through pictures/impressions about the material, the teacher divides students into 4 groups by counting; students prepare media/learning aids (manila paper, origami/asturo paper, scissors, markers, glue); students express their observations by making mind Mapping in groups; the teacher provides additional explanations on how to make Mind Maps according to the material; students discuss and formulate the results of the search for information about the content of QS. Al-Ikhlas and An-Naas by making Mind Maps in groups, with materials that have been prepared in advance; students communicate with each other and provide input while making Mind Maps in their respective groups.

3.5 Closing Activities

The teacher and students make conclusions about the learning materials that have been carried out; assign students to the next meeting, learn to perfect the mind mapping that has been made by the group; students are asked to reflect by answering post-test questions and closing the lesson by praying and reading hamdalah together.

In the first observation of meeting 1, the teacher immediately applied the Mind Mapping method. During learning students give a fairly good response and attitude and begin to develop their cooperation and activeness. But in terms of initiative it has not looked well. Students carry out learning in accordance with the syntax of the mind mapping method, starting from listening to explanations, gathering according to their respective groups, sharing tasks, preparing their respective materials and equipment, discussing each other in determining the form of mind mapping, to practicing mind mapping. overall students are excited they are very motivated. In terms of paying attention

to the teacher's explanation and answering their questions, they were quite good. As for making and conveying their initiatives, they still need directions and examples.

It can be seen that all students participate actively in learning, enjoy and on time according to directions. The results of mind mapping products for each group are very diverse in terms of shape, color and material content. The instruments assessed were the accuracy of the content/material, creativity, and originality. Overall the material content displayed is good and appropriate. After applying the mind map method, the results were obtained, for children with scores below the KKM, that is, for children with scores above the KKM as much as

From the results of the above observations, it is indicated that there is an increase in the number of students with scores above the KKM by 35.72% after applying the mind map method in improving the ability to read and understand the Qur'an.

IV. Conclusion

From the analysis of observations on the application of the method Mind Mapping to students or students of the Qurrota A'yun institution, there was an increase in the number of students with scores above the KKM by 35.72% after applying the mind map method in improving their ability to read and understand the Qur'an. Therefore, in an effort to improve the ability to read and understand the Qur'an, it is done through the application of the method Mind Mapping.

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