



Strategy of Implementing Quantum Method of Tandır Type in Learning Indonesian Language

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ABSTRACT

This research is motivated by the low achievement of students' grades in learning Indonesian Language courses at UIN Sayyid Ali Rahmatullah Tulungagung. The low student grades indicate the need for a new method in effective learning of Indonesian Language courses given to students. The new learning method that has begun to be applied is the application of the quantum tandır method with the result of increasing the achievement of learning grades for each student. This research focuses on the quantum tandır type learning strategy applied in Indonesian Language courses. The purpose of this research is to determine the effectiveness of the quantum tandır method if applied in teaching Indonesian Language courses. This research uses a classroom action method through four stages: planning, action, observation, and reflection. The main data sources are Lecturers and Students. Based on the results of the study, it can be concluded that the media and strategies in learning methods have a major influence on student learning outcomes

ARTICLE INFO

Article history:

Received

May 15, 2024

Revised

September 20,
2024

Accepted

October 13, 2024

Keywords: Strategy, Quantum Method Tandır Type, Indonesian Language Course

Journal Homepage <https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

The education system that began in prehistoric times in Indonesia was very simple and limited to the family. (Farid et al., 2023) In prehistoric times, they were closer to the surrounding nature, foraging and gathering food from nature, making friends with nature, and being very dependent on nature. They were educated to search for and gather food, make houses with available materials in nature, learn to farm, recognize objects and their functions, and make objects for use in the household. This is different from the modern era where the education system has been mixed with a curriculum created by educational institutions or campuses. Especially Indonesia where the education system has undergone reform but has not removed the aspect of national education goals in Law No. 20 of 2003. The law states that education is a planned basic effort so that students can actively develop their potential within themselves.

In the process of delivering educational teaching, a method is needed as a step that makes it easier for students to capture learning messages explained by educators. There are many learning methods that offer effective learning strategies such as Cooperative Learning, Contextual Learning, Quantum Teaching, and Problem Solving. Based on the variety of learning methods, researchers are interested in one of the learning models to be studied, namely the quantum teaching model. Quantum teaching type tandır is a learning model to guide students to want to learn. Moreover, to motivate, inspire and guide educators to be more effective and successful in delivering learning so that it is more interesting and enjoyable. Thus, it is expected that there will be a leap in student abilities after participating in the learning activities carried out.

The subject that is the object of research on the application of the quantum teaching method is the Indonesian language course. The Indonesian language course is a compulsory course given by the Higher Lecturer to develop knowledge and potential language skills with good and correct Indonesian language rules. Although in everyday life local Indonesian students have implemented Indonesian language, there are not a few who do not understand Indonesian language properly and correctly.(Dinanti et al., 2018; Trismanto, 2017; Wijayanti & Zahra, 2019). There are still many students who do not understand the application of punctuation in writing, or the application of the position of articles to distinguishing standard and non-standard words.

Based on these problems, to have good and correct Indonesian language competence, students need to master various linguistic theories and applicable rules.(P. Nurwardani, T. Wiratno, D. Purnanto, V. Damaiani, E. Mulyono, Evawany, F. Priyautama, 2016). One of the main guidelines that must be understood is the General Guidelines for Indonesian Spelling (PUEBI). This includes a thorough understanding of the use of proper spelling and punctuation, which are the basic foundations of effective writing. In addition, students must also recognize particles such as (-pun, -lah, -per) and understand the role and use of prepositions and prefixes in sentences.

Not only that, they also need to master various types of words and word combinations to enrich vocabulary and make writing more varied. Understanding sentence patterns and sentence effectiveness is essential to convey ideas clearly and systematically. Finally, the ability to compose coherent and structured paragraphs is also key to producing written work that is not only informative but also interesting to readers. By mastering all these aspects, students will be better prepared to communicate well in Indonesian. Based on that, Lecturers or teaching staff in the field of Indonesian language courses need to formulate and apply teaching methods that are a way for students to easily grasp Indonesian language knowledge. Through the quantum tander type method, researchers try to apply the working steps of the method in teaching Indonesian language courses in the classroom with the hope of significantly improving student learning outcomes. This study will focus on the strategies applied by lecturers in Indonesian language courses using the quantum tander type method

METHOD

This research is classified as field research, namely: "a research conducted systematically by collecting data in the field". The research method used by Classroom Action Research (CAR), CAR is a type of research conducted in learning activities that are carried out intentionally and occur in a class together. In Classroom Action Research, researchers can see directly what changes occur in the class before implementing a new learning model with a different learning method before, with the results obtained from the application of the learning model.

PTK is a study of social situations with the aim of improving the quality of actions in them. PTK is a form of reflection carried out by participants in social situations that aims to improve the reasoning and fairness of those practices and the situations in which those practices are carried out.(Parnawi, 2017). Classroom Action Research is a collaborative research between researchers and subject lecturers. The basic principles of research include planning, action, observation, and reflection

RESULTS AND DISCUSSION

Classroom Action Research conducted in the Indonesian Language course is intended to improve student learning outcomes through the application of the tandur type quantum method. Before conducting the research, the first thing that is carried out is making preparations that will be carried out in the research. The initial step in this research is in the classroom. The researcher found problems in the classroom through interviews with lecturers in the Indonesian Language course. In the interview, the researcher found problems in learning, namely students who lack concentration, lack enthusiasm and lecturers who still use the lecture method so that students are less active in class.

Quantum Method Basis of Tandur Type

Learning with the quantum teaching method is based on the principle of "Bring Their World to Our World, and Deliver Our World to Their World", which means reminding us all of the importance of entering the world of students as a first step to getting the right to teach (DePorter, Reardon, & Nourie, 2010). The first step that must be taken by educators is to build a bridge that can connect the areas of life of educators with students.(Widiyono, 2021). In other words, learning must involve all aspects of human personality besides knowledge, be it in the form of thoughts, feelings, body language. The right to facilitate the learning process must be given to students and achieved by educators. Because learning deals with people as a whole, the right to facilitate learning must be given by educators and achieved by educators.

The next step, after a strong relationship is formed between educators and students, educators can bring their students into the wider world of education. Here, educators have the opportunity to provide a deep understanding of the various concepts and materials that exist in that world. Educators can introduce new vocabulary, mental models, formulas, and various other relevant knowledge.(Cahyaningrum et al., 2019). In the implementation of its implementation in the classroom, lecturers are also expected to be able to change the learning conditions that make their students feel happy and also joyful. Educators are able to regulate the atmosphere in the classroom, if the class is noisy and students are less attentive to the lecturer, there the lecturer must be able to make the class conditions calm. When conducting an assessment, lecturers are expected to be more towards the reference, the completeness of student learning.

A broader and deeper understanding, students will not only be able to master the information given, but will also be more ready to relate it to their daily experiences. They can apply what has been learned in different contexts, so that the knowledge gained becomes more meaningful and functional.(Indrawati et al., 2021; Maielfi & Wahyuni, 2020). Through this process, students can develop critical and creative thinking skills, as well as the ability to adapt to new situations they may encounter in the real world. Thus, learning does not only occur in the classroom, but also extends to their daily lives.

Principles of Quantum Teaching Type Tandur

Quantum Teaching has five principles or constant truths. Similar to the main principle, bring their world to our world, and bring our world to their world, these principles affect all aspects of Quantum Teaching.(Deporter, 2010; Masyhud, 2005). The principles are:

a. Everything Speaks

According to Prof. Abuddin Nata, the principle that everything speaks as contained in quantum teaching is also found in the Islamic view. According to the Islamic view, everything has a soul or personality. Water, air, soil, mountains, plants, animals, humans, and so on have souls and personalities. Based on all that, all of God's creations must be treated well and therefore given the right to life. All of God's creations must be cared for, loved, guided, fostered, guarded, and so on, so that all of them are friendly and beneficial to humans. QS Al Baqarah Verse 29(Nata, 2009):

God willing ى إلى السَّمَاءِ فَسَوَّيْنَهُنَّ سَبْعَ سَمَاوَاتٍ ۖ وَهُوَ Ha God bless you

Meaning: "He is Allah who created everything on earth for you and He willed (created) the heavens, then He made them seven heavens. And He is All-Knowing of everything."

According to Prof. Abuddin Nata, this is indeed related to the teachings of Islam. Because every student has the right to receive education for the future of the student himself, besides that it can create a very big benefit. The application of this principle, the author asks students to study the material that will be discussed first, at least one reading. The author also asks students to divide each sub-material in one semester into several study groups, in order to foster a sense of cooperation between students in completing the assigned material, in addition, later the material assigned to students will be presented and discussed together. This presentation process requires students to be active in class so that learning the Indonesian Language course runs in two directions, not just one direction.

b. Everything Has a Purpose

According to Prof. Abuddin Natta, the principle in Quantum Teaching, namely that everything has a purpose, is also in the teachings of Islam. QS Ali Imran Verse 191

الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا
سُبْحَانَكَ فَتَنَا عَذَابَ النَّارِ ١٩١

Meaning: (namely) those who remember Allah while standing, sitting or lying down, and think about the creation of the heavens and the earth (while saying), "Our Lord, You did not create all this in vain. Blessed are You. Protect us from the punishment of Hell

The verse above is related to the previous verses that talk about the attitude of people who are intelligent, namely people who are able to examine all of God's creations in the heavens and the earth. In accordance with the opinion of Prof. Abuddin Nata, Allah created the earth as a place for living creatures to shelter, with the aim that this earth is cared for and utilized properly for the needs of life. Likewise with learning which has a clear purpose. In applying this principle, the Author makes a Learning Plan Draft (RPP), so that in the implementation of teaching nothing deviates from the main goal, because everything has been prepared carefully in advance.

c. Experience Before Naming

Our brains thrive on complex stimuli, which drives curiosity. Therefore, learning occurs best when students have experienced information before they acquire a name for what they are learning.(Trinova et al., 2022). This principle, the author also acts as a lecturer who provides an opportunity for students to tell the experiences that students have experienced related to the material to be taught, so that there is motivation from students who are familiar with the material to further develop their experience, and for those who have never known it at all, they become more interested and challenged to learn it.

d. Acknowledge Every Effort

Learning involves risk. Learning means stepping out of your comfort zone. When students take this step, they deserve recognition for their skills and confidence. The application of this principle, the author also acts as a lecturer who provides motivation so that students are able to develop and continue learning without knowing fatigue.(Fauzi & Noviantati, 2019). As in the gaps of learning, the lecturer provides empathy to students by not giving a quick task completion period, but rather a minimum of one or two weeks to complete group assignments. This is adjusted to the students' abilities while not giving too much leeway so that they can complete each task according to the scheduled deadline. This will also foster a sense of responsibility for each student for the group and the tasks assigned. When they can complete the task on time, they will receive recognition that they have

succeeded in fulfilling their responsibilities to the group.

e. If It's Worth Studying, It's Worth Celebrating

Celebrating or giving something as a reward is feedback about student progress and increases positive emotional associations with learning.(Cahyaningrum et al., 2019). In applying this principle, the author who also acts as a lecturer gives praise to students who are successful or unsuccessful in publishing their work as final assignment material, by giving a perfect score scale reward if there are students who succeed in publishing their writing. This condition is expected to foster enthusiasm in learning, as well as if no one succeeds, praise is also given for the efforts made so as not to be discouraged and to study harder.

The quantum teaching principles above can be applied as a phase known as TANDUR, namely grow, experience, name, demonstrate, repeat, and celebrate.(Maulidi, 2022; Sianturi, 2022). This phase can increase students' interest in learning during the learning process.

a. Grow

The Grow phase refers to the phase of growing students' interest by exploring the benefits in their lives with the most interesting delivery process possible. This first phase has an important role because students are invited to go from their world to the world of educators, and vice versa with reciprocity and without coercion. In this case, the educator becomes a facilitator, mediator, and motivator.

b. Experience

The next phase is the Natural phase. This phase provides a meaningful learning experience that directly covers all learning styles. This phase must encourage the natural desire to explore so as to create a learning experience that was originally abstract to concrete.

c. Name

The third phase is the Name phase. The name phase is intended to provide keywords, concepts, models, formulas, strategies as markers.

d. Demonstration

The next phase is the Demonstration phase. In this phase, educators give students the opportunity to show that they know and have understood by practicing according to their understanding.

e. Repeat

The next phase is the Repeat phase. This phase aims to review the general learning process in the classroom.

f. Celebrate

The last phase is Celebrate. This phase provides recognition and validation to students for learning outcomes. Recognition and validation can be in the form of praise, gifts, or gestures.

CONCLUSION

The implementation strategy of learning using the Quantum Tandur Method applied to the Indonesian Language course at UIN Sayyid Ali Rahmatullah Tulungagung has been running well according to the theoretical stages. This can be seen from: a) the activeness of students in presentations so that not only lecturers are actively speaking, b) the creation of lesson plans so that all materials can be completed according to the schedule and achievements in the lesson plan, c) lecturers who provide opportunities for students to share experiences related to the material to be taught can increase student motivation, d) students who have completed group material assignments feel more involved and motivated to learn more deeply, e) there is a perfect score reward for students who successfully publish articles on their final assignments so that students are motivated to compete more actively. The Quantum Tandur Method is able to be the right alternative for lecturers or educators in the field of Indonesian language so that students can learn more optimally.

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