




The Influence of Applying the Singing Learning Method on Student Learning Outcomes in Mahfudzot Subjects at Pondok Modern Darussalam Gontor Putri Campus 8

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ABSTRACT

This research aims to determine the effect of applying the singing learning method on female students' learning outcomes in the subject Mahfudzot. The method used in this research is a quantitative research method with an approach Quasi Experimental Design and forms of research design Non equivalent control group design. This research was carried out at Pondok Modern Darussalam Gontor Putri Campus 8, Labuhan Ratu 6 East Lampung. In the even semester of the 2024-2025 academic year, the research subjects are class V KMI 1 and class V KMI 2. The population of each class is 30 female students. Collecting data on female students' learning outcomes from each class is by pretest and posttest. Analysis of this research data uses testing independent T-Test. The results obtained after testing were class V KMI 1 (control) had an average value of 45.67 while class V KMI 2 (experimental) had an average value of 72.33. Apart from that, it can also be seen that the value P-Value (sig.2-tailed) $0.000 < 0.05$. So it can be said that H_0 rejected and H_1 It is accepted that from these results there is a significant difference in student learning outcomes between the experimental class which applies the singing learning method and the control class which applies the conventional method. Based on these results, it can be said that the students' learning outcomes by applying the singing learning method in the subject mahfudzot higher than the learning outcomes of female students who apply conventional methods in subjects mahfudzot.

Keywords: *Singing Learning, Learning Outcomes, Applying Singing Learning Method*

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INTRODUCTION

Education is a basic thing that will support the progress of a nation. The progress of a nation can be measured from the quality and existing education system (Azizah and Putrianingsih 2021). Education in Islamic boarding schools has an important role in developing the character and moral formation of female students, in addition to increasing mastery of religious knowledge. Islamic boarding schools do not only focus on textual aspects of religious learning, but also pay attention to teaching life values through certain studies which are considered capable of forming strong character. At Pondok Modern Darussalam Gontor almost all of the lessons are in Arabic, *Mahfudzot* is one of the subjects that is very necessary and useful, namely a collection of wise expressions in Arabic that are rich in philosophical meaning and life values that are very relevant every day. *Mahfudzot* often used as a means to teach life

values and ethics, as well as as a basis for developing critical thinking in an Islamic perspective.

However, even though *mahfudzot* has an important role in Islamic boarding schools, based on what was experienced last year, quite a lot of female students found it difficult to understand and memorize this material (Ratu 2024).

The main challenge that is often faced is a learning method that is too monotonous, such as memorization that is less interesting, thus affecting their level of motivation and understanding of the material given. The repetitive process of memorization without variation often reduces interest in learning, especially among female students who may be more easily bored with rigid learning methods. The learning process should be carried out interactively, fun and challenging. (Fithotuzzahroh, Laelatul Azizah, Nafidatul Chusniyah 2023)

Apart from that, material *mahfudzot* Those who use Arabic need good Arabic language skills so that female students can understand the meaning behind each expression. Without sufficient understanding of Arabic, memorization *mahfudzot* it just becomes a mechanical job whose essence is difficult to understand. therefore, a more interactive and effective approach to teaching is needed *mahfudzot*, so that female students not only memorize mechanically, but also understand and can apply the contents of these expressions in their lives.

A learning method is a planner or pattern that is used as a guide in planning classroom learning or tutorial learning. Method is a method or path that must be followed to achieve a certain goal (Sari, Heldayani, and Prasrihamni 2022). Meanwhile, a teaching method is a method used to achieve predetermined learning goals. In teaching and learning activities, the method is needed by the teacher and its use varies according to the goals to be achieved after teaching ends (Fatmawati, Sulaeman, and Pramanik 2020). One method that is starting to receive attention to overcome this problem is the method of learning to sing. The singing method is a learning technique that uses song lyrics by teachers (Khalilurrahman, Mustadi, and Ainul Halim 2024). This method involves musical and melodic elements in the teaching process, which is expected to make learning more comfortable and easier to remember. Teaching singing does not only rely on the sense of hearing, but also involves emotions and creativity, which can increase student involvement in the learning process. The singing method is one of the easiest and most efficient ways to convey music to children. In singing, the four elements of music (tone, rhythm, dynamics and tonality) can be conveyed at once (Anggia Ayu Lestari 2017). Based on several existing studies, this method has been proven effective for developing memory and learning motivation, especially in learning contexts that require memorization. Likewise, a fun learning strategy that can be applied to improve the ability to read iqro' in early childhood is the singing learning strategy. Singing is a learning approach that can actually make children happy and stimulate children's enthusiasm for learning and feelings of joy (Ramadhaniar, Rafida, and Hasibuan 2022).

The theory underlying the use of singing methods in learning is theory *musical mnemonics*, which suggests that the melody and rhythm of music can help strengthen a person's memory. In this context, singing can help female students memorize *mahfudzot* more easily because the melody will facilitate them to remember the texts more quickly. Research by Wallace in 1994 showed that music has the power to strengthen memory, because music can create patterns that are easier for the brain to remember (Wallace 1994). Likewise in learning *mahfudzot*, each *mahfudzot* which is taught in the

form of a song can strengthen the memorization process, so that santriwati not only memorize word by word, but can also remember it in a more meaningful context.

In addition, research by Sweller on theory *cognitive load* is also relevant in this context. According to this theory, teaching that involves many senses can reduce the cognitive load experienced by students, which usually occurs when they have to memorize a lot of difficult material. By using the singing method, female students don't just memorize *mahfudzot* in a more pleasant way, but also reduces the cognitive load because the process of remembering becomes more structured through rhythm and tone. (J 1988) Therefore, the process of singing can provide an influential solution to overcome the problem of memorization *mahfudzot* which has been an obstacle in learning at Islamic boarding schools.

Apart from its benefits in improving memory, the singing learning method can also have an effect on increasing female students' learning motivation. This method can provide a new color in learning Arabic or rote-based lessons, through singing students can express all their thoughts and contents in their hearts (Imron and Fajriyah 2021). According to research by Moreno and Mayer in 2000, the use of music in learning can increase students' learning motivation (Mayer.R 2000). When female students listen to music or sing, they feel more involved in learning, which in turn can increase their self-confidence and desire to continue learning. This is important, especially in Islamic boarding schools, where teaching often involves intense material and requires extra effort to understand.

High motivation in learning can have a significant impact on student learning outcomes. Students who are more motivated will be more interactive in following the learning stages and will more easily understand the material presented. With the singing method, they will feel more enthusiastic about learning, so that the teaching stages will be more effective and enjoyable. This will certainly have a positive influence on their learning outcomes in lessons *mahfudzot*, both in terms of ability to memorize and understanding of the meaning contained therein. Learning outcomes can be explained by understanding two key words, namely "results" and "learning." "Results" refer to gains resulting from activities or processes that change input functionally, while "learning" is an individual's effort to change behavior (Suparlan 2023).

However, even though the singing method has a lot of potential to improve learning outcomes, its implementation in Islamic boarding schools is still relatively rare. Thus, this study is expected to test the extent to which the application of the singing method can influence female students' learning outcomes in subjects *mahfudzot*. This research will also examine how the application of this method can influence female students' level of understanding and learning motivation, as well as how effective the singing method is in improving mastery of the material. *mahfudzot*.

The aim of this research is to determine the effect of applying the singing learning method on female students' learning outcomes in *mahfudzot* subjects.

The benefit of this research for female students is that this singing learning method can be developed to improve student learning outcomes. The benefit of this research for teaching ustadzah is that it can provide solutions in improving learning outcomes and can develop more innovative learning methods. The benefit of this for academics and researchers is that this research is expected to become information and study material for further research development.

METHODS

The research approach used in this research is a quantitative approach. This research is a type of quasi-experimental research (Quasi Experimental). It is said to be a pseudo-experiment because the researcher does not control all external variables that influence the implementation of the experiment (Sugiyono 2017). Experimental research aims to determine the effect of certain treatments on others under controlled conditions. Quasi Experiments were born because of the difficulty of controlling other variables in social research, especially in this case in the classroom (Abraham and Supriyati 2022). In experimental research, two groups will be created, namely a control group and a comparison group. The control group was given treatment in accordance with the research objectives (Hidayah and Munirul Abidin 2023). A quasi-experiment is an experiment in which the assignment of the smallest experimental units into experimental and control groups is not carried out randomly (*nonrandom assignment*) (Hastjarjo 2019). The reason for taking a quantitative approach as a research approach is that it makes it possible to achieve real research data in the form of numbers, thereby facilitating the process of analysis and interpretation using statistical calculations, the interpretation of which is then used to see student learning outcomes. (Arikunto 2002) This form of experimental design is a development of true experimental design which is difficult to implement, this design has a control group, but cannot fully function to control external variables that influence the implementation of the experiment (Syahrizal and Jailani 2023).

Meanwhile, to see the effect of applying the singing learning method, the method was used *Quasi-Eksperimentals: Nonequivalent Control Group Designs*. This design is almost the same as *pretest-posttest control group design*, It's just that in this design the experimental group or control group is not chosen randomly (Stata 2024). Researchers intend to get an overview of the phenomena that occur before and after receiving treatment (*treatment*). In this study, we wanted to measure the learning outcomes of female students before and after implementing the singing learning method. Teachers can find out learning outcomes by evaluating students. Through the evaluation carried out, final results in learning will be obtained which can be seen in the cognitive aspect, value or attitude aspect, and skills aspect (Wafiqni and Haryanti 2021).

This research was carried out at Pondok Modern Darussalam Gontor Putri Campus 8, Labuhan Ratu 6, East Lampung, Lampung. The research population was 387 female students. The research sample was KMI class 5 female students consisting of 2 classes totaling 60 female students. Data collection techniques use questionnaires, questionnaires (Questionnaires) are designed to measure several aspects, such as the level of motivation, difficulty in memorizing and the effectiveness of singing methods (Triana et al. 2025) and test questions. Tests are questions that have the right reaction (Malik, Purnamasari, and Syahid 2022).

The analysis steps carried out are as follows: (1) Test the validity and reliability of the questions; (2) Normality test using Shapiro-Wild; (3) After that, homogeneity test; (4) After obtaining the prerequisites for normal and homogeneous distribution data, then a hypothesis test is carried out using the t-test using SPSS ver. 20; and (5) Test criteria If the $t_{\text{count}} > t_{\text{table}}$, then H_0 is rejected and H_a is accepted, so it means there is a significant difference. However, if $t_{\text{count}} < t_{\text{table}}$ then H_0 is accepted and H_a is rejected so that it means there is no significant difference (Sugiyono 2017).

RESULTS AND DISCUSSION

The results of this research show that the application of the singing learning method significantly improves female students' learning outcomes in the subject *Mahfudzot*. This research was carried out at Pondok Modern Darussalam Gontor Putri Campus 8 Labuhan Ratu 6 East Lampung. This research was conducted using *non equivalent control grup design*.

Assistance in applying the singing method to *Mahfudzot* learning makes a significant contribution in increasing female students' involvement in the learning process. This activity helps female students more easily memorize *Mahfudzot* verses in a more enjoyable and effective way. Apart from that, this assistance also provides insight for teachers regarding alternative, more innovative learning methods, so that they can improve the quality of teaching at Pondok Modern Darussalam Gontor Putri Campus 8.

The impact of this mentoring activity can be seen in increasing the learning outcomes of female students who understand and remember the contents of the *Mahfudzot* more quickly compared to the usual rote memorization method. Apart from that, female students also show higher enthusiasm in participating in lessons. From the teacher's side, this activity opens up new insights regarding various learning methods, which allows them to apply a more interactive approach in teaching *Mahfudzot* and other subjects.

The main benefit of this activity is that it provides an alternative method for memorizing *Mahfudzot* that is more effective for female students, especially for those who have auditory and kinesthetic learning styles. Another benefit is encouraging innovation in *Mahfudzot*'s teaching, which previously used more conventional rote memorization methods. The results of this mentoring activity can also be a reference for other educators at Islamic boarding schools in developing more enjoyable and effective learning methods.

Based on the results of the student questionnaire regarding the application of the singing learning method, 76.67% strongly agreed with this singing learning method, while 20% of the female students agreed with this method and 3.33% had neutral results from implementing this singing learning method. Therefore, it can be concluded that 76.67% of female students strongly agree with the application of singing learning methods in *mahfudzot* subjects. Apart from that, the test results showed an increase, namely the control class had an average of 45.67 while the experimental class had an average of 72.33. The results of the analysis can be seen through several stages as follows.

The implication of this research is that the singing learning method can be an effective strategy in teaching *Mahfudzot*, especially in the Islamic boarding school environment which prioritizes memorization.

Validity and Reliability Test Results

Validity is a measure that shows the level of reliability or validity of a measuring instrument (Pradana and Harimurti 2017). This research had a total of N 35 female students and the r table (5% significance level) was 0.334 therefore this research had 10 test questions, 9 questions were valid and 1 question needed to be corrected. Meanwhile, the reliability test was carried out to measure the consistency of the research instrument, in this case the test questions used to measure student learning outcomes (Pradana and Harimurti 2017). If the test is reliable, it means that the questions provide consistent results if retested under the same conditions. From this

research, the test questions used were reliable, namely a value of > 0.70 with the following results.

	Value	,610
Cronbach's Alpha	Part 1	N of Items
		5 ^a
	Value	,656
Cronbach's Alpha	Part 2	N of Items
		4 ^b
	Total N of Items	9
Correlation Between Forms		,587
Spearman-Brown Coefficient	Equal Length	,740
	Unequal Length	,742
Guttman Split-Half Coefficient		,739

Based on the results above, it is shown that the value or results of Cronbach's Alpha part 1 is $0.610 > 0.70$ and part 2 is $0.656 > 0.70$. So the test questions can be said to be reliable.

Analysis of Student Learning Outcomes

The data obtained from the control and experimental classes were then analyzed using the SPSS application, based on the results of the analysis using the SPSS application the control class had an average value of 45.67, with a standard deviation of 19.42, a minimum value of 10 and a maximum value of 90, while the experimental class had an average of 72.33, with a standard deviation of 14.54, a minimum value of 40 and a maximum value of 100.

- Normality Test

The normality test is used to find out whether the data is normally distributed, meaning that the population is evenly distributed, there are low, medium and high scores (Amry 2011). Data from the Shapiro-Wilk normality test is said to be normal if the significance value is greater than 0.05 (Sig. > 0.05) (Usmadi 2020).

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretestEksperimen	,158	30	,056	,949	30	,156
PosttestEksperimen	,135	30	,171	,949	30	,162
PretestKontrol	,138	30	,149	,959	30	,300
PosttestKontrol	,122	30	,200	,970	30	,528

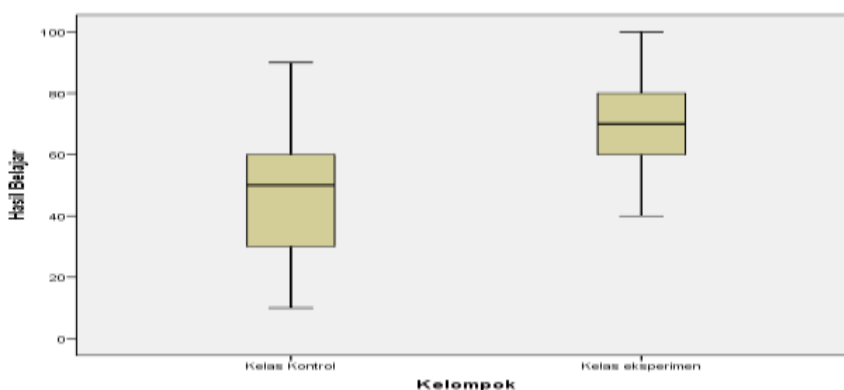
Based on the table image above, it can be concluded that the data from the control and experimental classes are normally distributed. It can be said to be normally distributed because the sig value. For the experimental class the pretest is $0.156 > 0.05$, and the posttest is $0.162 > 0.05$, while for the control class the pretest is $0.300 > 0.05$ and the posttest is $0.528 > 0.05$. So it can be concluded that the results of the normality test for experimental class and control class blood are normally distributed.

- Homogeneity Test

The Homogeneity Test is a test of variance and is used to find out whether the two sample groups have the same variance or not (Annisak, Sakinah Zainuri, and Fadilla 2024). The homogeneity test was carried out to determine whether the data obtained in the control and experimental classes were homogeneous or inhomogeneous. The homogeneity test was carried out to compare the variance of the control class and the experimental class (Amry 2011). In this homogeneity test, researchers used the SPSS application. The basis for decision making in the homogeneity test is, if the significance value (sig) in Based on Mean is > 0.05 , then the data is homogeneous. Meanwhile, if the significance value (sig) on Based on Mean is < 0.05 , then the data is not homogeneous (Iyan Nurdiyan Haris 2018). The results of the homogeneity test are as follows:

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Kelas Kontrol dan Eksperimen	Based on Mean	1,657	1	58	,203
	Based on Median	1,388	1	58	,244
	Based on Median and with adjusted df	1,388	1	51,226	,244
	Based on trimmed mean	1,653	1	58	,204



Based on the image above, it can be concluded that the two data are homogeneous. It can be said to be homogeneous because the significance value (sig) based on the mean is $0.203 > 0.05$ so that the two data have the same variance or are homogeneous.

- Hypothesis Test (*Independent T-Test*)

After carrying out the normality test and homogeneity test, it was found that the data on the learning outcomes of female students in the control and experimental classes was normally distributed and homogeneous, then to test the hypothesis, where hypothesis testing is a temporary answer to a problem that is still presumptive because the truth still needs to be proven (Siregar et al. 2022). To compare the means of two unpaired or unrelated groups, a statistical test called the t-test is used (Waluyo edy 2024). Hypothesis testing is carried out *independent T-Test*. The hypothesis to be tested is:

H_0 : The learning outcomes of the experimental class are smaller than the learning outcomes of the control class. So the effect of applying the singing

learning method on female students' learning outcomes in mahfudzot subjects is negative.

H_1 : The learning outcomes of the experimental class are greater than the learning outcomes of the control class. So the effect of applying the singing learning method on female students' learning outcomes in mahfudzot subjects is positive.

Criteria for determining hypothesis test results according to Ghozali if the significance value (2-tailed) is > 0.05 then H_0 accepted, but if the significance value (2-tailed) < 0.05 then H_0 rejected and H_1 accepted (Sugiyono 2017). The results of hypothesis testing using the independent T-Test with the SPSS application are as follows:

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Posttest	Equal variances assumed	1,657	,203	-6,020	58	,000	-26,667	4,430	-35,534	-17,799
	Equal variances not assumed			-6,020	53,751	,000	-26,667	4,430	-35,548	-17,784

Based on the results above, it can be concluded that the sig (2-tailed) value is $0.000 < 0.05$, so H_0 rejected and H_1 accepted, which means that the learning outcomes of female students in the experimental class are greater than the learning outcomes of female students in the control class with a significant difference, so that the learning outcomes of female students using the singing learning method in mahfudzot subjects are higher than the learning outcomes of female students using conventional learning methods.

RELEVANT RESEARCH

Mulyati's previous research (2023) applied the singing method in learning the History of Islamic Culture (SKI) in class III at MI Miftahul Falah Bandung. The results show an increase in student focus and activeness in SKI learning. However, Mulyawati's research focuses on SKI subjects, while this research focuses on Mahfudzot. This shows that the singing learning method is effectively applied to various subjects in Islamic Education. (Mulyawati 2023)

Previous research at MIN 1 Bogor applied the singing method in learning Arabic for elementary school students. The results show that this method improves students' Arabic reading skills. The difference between previous research is at the elementary school level, while this research is at the Islamic boarding school level. This shows that the singing method can be applied effectively at various levels of education. (Didin Syamsudin et al. 2023)

Previous research in the literature shows that singing methods can improve cognitive abilities in early childhood. This previous research focuses on improving general cognitive abilities in early childhood, while this research is more specific on improving Mahfudzot's learning outcomes. This also shows that the singing method can be adapted to achieve specific learning goals. (Wicaksono et al. 2022)

Research at SDN 107412 Simadamada Deli Serdang applies the singing method in learning Islamic Religious Education (PAI). The results show that this method increases student interest and learning outcomes in PAI. Previous research was conducted in elementary schools with adequate access to technology, while this

research has technological limitations, this shows that the singing method can be applied effectively without relying on advanced technology. (Tsaniyah 2024)

CONCLUSION

Based on the data obtained during the research period, it can be concluded that looking at the data from the questionnaire regarding the application of the singing learning method, the result was that 76.67% of female students strongly agreed with the existence of the singing learning method in the mahfudzot subject. Apart from that, by looking at the test results data *Independent T-Test*, can be known *T-Value* of -6,020 on *Degree of Freedom* (DF) 58 with *P-value* (sig 2-tailed) 0.000 where this value is smaller than the critical limit, namely 0.05. So it can be concluded that H_0 is rejected and accept H_1 . H_1 is accepted, which means there is a significant difference in learning outcomes between the control class which uses conventional methods and the experimental class which applies singing learning methods. The average value for each class is the control class with an average of 45.67 and the experimental class with an average of 72.33. Therefore, the conclusion that can be drawn from this research is that there is an influence of the application of the singing learning method on the learning outcomes of female students in the Mahfudzot subject at Pondok Modern Darussalam Gontor Putri Campus 8.

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