

Non-Formal Learning Strategy Based On Tahfidz And Character In The Primary School

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Abstract: Learning strategies have an important role in implementing learning for the success. Informal learning strategies are used to facilitate Tahfidz-based learning and character in elementary schools that use a informal education system. The Hanifah Semarang Primary School in the process of implementing those strategies profit informal learning that is different from elementary schools in general. This Elementary School has its own advantages, because students have the ability to memorize the Qur'an and the formation of character that do not exist in elementary schools in general. The purpose of this study was to discover informal learning strategies that carried out as well as to have knowledge of the differences with elementary schools in general. The focus of this study discusses Tahfidz-based models, methods and non-formal learning techniques. This study uses qualitative research approach with data collection techniques using the method of observation, interviews and documentation. As for the process of data analysis with stages data collection, data reduction, data presentation, and conclusion and verification. The results of this study are informal learning strategies carried out in elementary schools by prioritizing recitation of the Qur'an and character, this is what distinguishes elementary school learning in general, which only prioritizes subjects.

Keywords: learning strategies, informal learning, tahfidz and character

1 INTRODUCTION

The Background of this research is due to elementary school education which only prioritizes subject matter or academic knowledge. In line with opinion [1]. Schooling has been emphasizing the development of intellectual abilities to be able to work on exam questions, so that they pay less attention to the development of student character. The Hanifah Quran Primary School is a school that has its own characteristics in the learning process and learning objectives not to EXIF subject matter knowledge, but rather to make noble students with character or character and memorize the Koran. For this

reason, a different learning strategy is needed with elementary schools that adhere to the formal education system in general. Schooling has been emphasizing the development of intellectual abilities to be able to work on exam questions, so that they pay less attention to the development of student character. The Hanifah Quran Primary School is a school that has its own characteristics in the learning process and learning objectives not to EXIF subject matter knowledge, but rather to make noble students with character or character and memorize The Koran. For this reason, a different learning strategy is needed with elementary schools that adhere to the formal education system in general. Hanifah Semarang Elementary School is an elementary school that began in the 2015/2016 school year which chose a non-formal education system in the implementation of its education. The founder also has a foundation [2]. Stated in the delivery of their education by using the official curriculum and added a typical local pesantren curriculum which focused on Al-Qur'an learning, as well as with extra-curricular Activities that stimulated children's talents and interests. The reason is to use the non-formal education system, because the informal learning process is more flexible, and the purpose of education is prioritizing the process rather than the learning outcomes.

Stated in the delivery of their education by using the official curriculum and added a typical local pesantren curriculum which focused on Al-Qur'an learning, as well as with extra-curricular activities that stimulated children's talents and Interests. The reason is to use the non-formal education system, because the informal learning process is more flexible, and the purpose of education is prioritizing the process rather than the learning outcomes. Its Advocacy is not like the formal education pathway which is more concerned with cognitive or new knowledge followed by affective and psychomotor so that the learning process is memorable only transferring knowledge. In addition, the Quran Hanifah Elementary School educates its students to have the ability to memorize the Koran and have character. So that later after graduation it is

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expected that they have memorized the Koran or become Hafidz and Hafidhoh and also become the Quranic beings in their lives.

The purpose of education according to [3] which later became known as the Four pillars of Education version of UNESCO (1996) that must get attention, namely: (1) Learning to know, to know; (2) Learning to do, learning to be able to do; (3) Learning to be, learning to be himself; and (4) learning to live together, learning to live together with other people. The purpose of this study was to find out the non-formal learning strategies that were carried out and had knowledge about differences with elementary schools in general. The focus of this study discusses learning models and non-formal learning techniques based on Tahfidz and character.

This research is expected to be beneficial to the world of education, which for many problems, especially related to the moral damage of students, for example, students who dare to be with their teacher, which has been reported on television and the Internet. The results of this study can be used as a reference for practitioners in the world of education or school principals, teachers in conducting their education. Exif character, rather than mere knowledge that makes teachers transfer their main functions is to educate to only transfer knowledge. Apart from that education nowadays, not only thinking about technology, but also thinking about the moral of students in the era of Industrial Revolution 4.0.

2 LITERATURE REVIEW

2.1 Implementation of Learning

The teacher's role in learning can arouse students' activities at least perform the main tasks, the following: (1) Learning planning, which is detailed in four sub-abilities, namely the formulation of objectives Learning, determination of teaching materials, the determination of learning activities, the determination of the learning methods and media, the determination of the Evaluation tool: (2) The instructional performance included in the assessment Learning objectives: (3) It is a learning evaluation where this evaluation is one of the components of degree-measuring success in achieving objectives, and the effectiveness of the learning process implemented: (4) m Provide feedback according to Stone and Nielson in [4] Feedback has a function to help students nurture the interest and enthusiasm of students in carrying out the task of learning.

Learning is a process of student interaction with educators and learning resources in a learning environment. Learning is an aid given by educators to take the process of acquiring science and knowledge, and giving attitudes and beliefs to learners. So it can be concluded that learning is a process to help learners get going well.

As regards the learning is essentially a hope, that is what is expected of the students as a result of learning. Robert F. Meager in [4] gives a clearer limitation on the learning objectives, which is the intention communicated through the statement describing the changes expected of the students. Learning is a goal that describes the knowledge, skills, skills, and attitudes that students must have as a result of learning outcomes expressed in the form of behavior that can be observed and measured [5]. Learning is a detailed formulation of what students must master after they have passed the

learning activities successfully. The purpose of learning is to be clearly formulated, since the formulation of clear objectives can be used as the benchmark of success of the learning process itself.

In addition, about with learning mis essentially the content of the curriculum, which is the subject of subjects or fields of study with topics/Sub topics and details. The content of the learning process is reflected in the learning materials learned by students. Learning material is the substance that will be conveyed in the learning process. Without learning materials the teaching process will not walk [6].

Furthermore, it relates to the student is one of the core components of learning, because the essence of the learning process is student learning activities in achieving a goal. According to Kimble and Stone and Nielson in [4] nature and behavior change in learning is relatively permanent. Thus learning results can be identified from the ability to do something permanently and can be repeated with relatively the same results. A student needs to have a discipline of learning by doing exercises and strengthening himself to always be accustomed to complying with and heightens self-control, so that the acquired abilities can be repeated with relatively equal results. Educator

According to Syaiful Bahri Djamarah [1] Overall the teacher is a figure that attracts everyone's attention, whether in the family, in society or in school. Guru is seen as a charismatic figure, because of his services that many educate mankind from the past until now. E. Mulyasa in [1] also confirms that all people are convinced that the teacher has a tremendous appreciation to the success of school learning. The interests, talents, abilities, and potentials possessed by learners will not evolve optimally without the help of a teacher. In general, the task of teacher is as facilitator, who is tasked to create a situation that allows learning process in students.

Learning is an activity involving students and teachers using a variety of learning resources both in class and outside the classroom. In the sense that the media used for learning is not too identical to the classroom situation in the conventional teaching pattern of the learning process without the presence of teachers and more relying on the media included in the learning activities as well Classify the use of media based on the place of Use [7].

The environment is all the situation that is around us in the students during the study. This situation may affect the student learning process. If the environment is well laid out, the environment can be a positive value in establishing and maintaining positive properties. The environment consists of outside environment and inner environment. The outer environment is defined as a combination of geographic and socio-economic factors affecting the school relationship with its people. While the environment is the building materials and availability of equipment to fulfill the task of teaching and learning.

2.2 Learning Planning

Planning is the process of assigning and utilization of resources in an integrated manner that is expected to support activities and efforts to be implemented efficiently and effectively in achieving the objectives of learning. In the context of planning learning can be interpreted as a drafting

process in the use of approaches, learning methods, and techniques and tactics to achieve learning in accordance with the objectives or expected.

The learning approach can be interpreted as a point of decline or our point of view on the learning process, which refers to the view of the occurrence of a process which is very common in that it is encouraging, integrating, strengthening, learning methods with specific theoretical coverage. Judging from its approach, learning has two types of approaches, namely: (1) A student centered approach and (2) a teacher-oriented or learning-centered approach (Teacher centered approach).

Learning methods are a way of doing or presenting, elaborating, and training the content of lessons to students to achieve a specific goal. The teacher-defined learning methods allow students to learn the process, not just learn the product. Learning products in general only emphasizes on cognitive terms. While learning the process can be possible to achieve learning objectives either cognitive, affective, and psychomotor. Therefore, learning methods are geared towards achieving that goal, which emphasizes more learning through the process.

Learning techniques can be interpreted as a way for someone to implement specific methods. Suppose, the use of lecture methods in classrooms with relatively many students requires a separate technique, which is certainly technically different from the use of lecture methods in classes whose number of students is limited. Similarly, with the use of a discussion method, it is necessary to use different techniques in the class whose students are active with a class that is classified as passive students. In this case, the teacher can alternate the technique although in the corridor of the same method [8]. Gerlach and Elyin the [9] Engineering is a way, a tool, or a medium used by teachers to direct learners' activities toward the goal you want to accomplish.

While learning tactics are a person's style of implementing specific methods or techniques of individual learning. Suppose, there are two people alike using the lecture method, but it may be quite different in the tactics it uses. In her presentation, one tends to be much interspersed with humor because she does have a high sense of humor, while the other lacks a sense of humor, but rather uses an electronic tool because she does overwhelm the field.

Learning implementation

As an educator we all understand that learning is a complex, which is not only the transfer of knowledge or delivering messages to learners but is a professional activity to create learning are conducive, inspiring, challenging and enjoyable. Of course achieving that condition is not easy, because it demands educators ' skills in organizing and conducting learning in the classroom or outside the classroom.

The implementation of learning is a process that is arranged in a way according to certain measures in order to achieve the expected outcome. The implementation of learning is an activity that is worth educative, the value of educative coloring of interactions that occur between educators and learners [6]. Related with the implementation of the learning is initiated from opening the learning, delivering learning and closing the ongoing learning in the process of students ' interactions, with the teacher at a Learning environment

Learning evaluation

The term evaluation comes from the English language "evaluation". According to the Wand and Gerald W. Brown's evaluation is an action or a process to determine the values of something. Evaluation is an effort to know how many things a student has learned from the things that the teacher has taught.

The evaluation given by the teacher has many uses for the students, teachers, and teachers themselves. According to [4] The test results organized by the teacher have a use for students, including: (1) Knowing whether students have mastered the learning materials presented by the teacher.(2) Knowing which part has not been mastered by the students, so he tried to study it again as a repair effort.(3) reinforcement for students who have gained a high score and are encouraged or motivated to learn better.

The general purpose of the learning evaluation is to gather the information materials that will be used as evidence for the development or progress that has been experienced by learners following the learning process within a period of time a predefined one. In addition the evaluation objective is used to determine the effectiveness and efficient learning process in relation to learning strategies including approaches, methods, techniques in learning

3 METHOD

This study uses a qualitative approach to find out the Nonformal learning strategies that are different from formal primary schools, relating to: (1) learning models; (2) Learning methods; and (3) learning techniques in the Hanifah Quran Primary School in Semarang City. The research was conducted in March 2018 to September 2018. The research subjects were Foundation Founders, Principals, and Hanifah Quran Primary School Educators. Data collection is done through (1) observation of participation by visiting the research site directly and seeing the learning process carried out from the beginning of learning to the end of learning, (2) guided interviews by interviewing the founders of the Foundation, and also the principal and one of the educators to knowing the learning strategies applied. The sampling technique was done by purposive and snowball sampling by looking for information from the founders followed by schools and teachers in the class. The validity of the results of the research is done by validation and reliability. Data analysis methods are carried out by: (a) data collection, (b) data reduction, (c) data presentation, and (d) Verification or conclusion.

4 RESULT

Quran Hanifah Elementary School is a basic school/Madrasah that emphasizes on the preparation of children to Akil Baligh, thus emphasizing the aspect of Akhlaqul karimah. SD Quran Hanifah began the learning process in the 2015/2016 school year with the curriculum of Dinas and plus a local curriculum typical of Pesantren that focuses on the learning of the Qur'an, as well as with extracurricular that stimulate the talent and interest of children.

Qualified and experienced educative people in their field, elementary school Quran Hanifah determined to print the

generation of Qur'anic and Entrepreneurship is reliable and resourced. As well as having an insight into science and technology as a manifestation of devotion to the religion, nation and state amid multi-dimensional crisis today. Supported by educative personnel who are competent in their fields, such as alumni from the state of Semarang (UNNES), Universitas Islam State (UIN) Walisongo, university PGRI Semarang (UPGRIS), Universitas Wahid Hasyim (UNWAHAS) and various other colleges, as well as alumni of boarding schools, have established Quran Hanifah Elementary School to make a role in building the nation".

In relation to the vision of Quran Hanifah Elementary School is to be one of the favorite Islamic elementary school in Indonesia, and its mission is (1) to foster students, guardians, and teachers Berakhlakul Karimah based on the Qur'an and As-Sunnah (2) To conduct education that prepares students towards self-reliance to create and innovate. In addition to this, the school outputs are: (1) accustomed to prayers five times, (2) Fluent reading of the Qur'an, (3) Hafal 5 Juz Al Qur'an, Asmaul Husna, 40 hadith, and prayer-daily prayer and Sholawat, (4) routine prayers Kalicesadyj and charity, (5) Achievement in Academic fields, (6) routine reading, (7) Dare to convey ideas or ideas, (8) produce works according to talents and interests (Passion), (9) have a basic entrepreneurship.

Based on the results of the interview with the headmaster relating to the planning of learning, by conducting interviews as well as asking questions related to the following, relating to the characteristic of learning As in school, taught together and that distinguishing with other schools is related to the characteristic of learning at the Quran Hanifah Elementary School which emphasizes on the character and memorization of the Qur'an. Furthermore, asking for learning is done in groups or not, the answer from the principal says "yes", to study the Qur'an every class in the divide into 2 groups. Each Ustadz/Zah hold 11 students. For the learning process in the group, for the achievement of learning results based on each individual.

With regard to the learning done individually, the answer from the school principal "for the achievement of learning outcomes based on the individual, meaning every students has different abilities so that the school appreciates the difference". The learning Model performed according to the school principal of the Quran Hanifah Elementary School is in the classroom and outside the classroom. Procedures of learning in the classroom, children are familiarize with the manners or learning way, such as good listeners, raise hands if you want to ask, manners and so on just start the Rutinas learn teachers convey material to Students. Quran Hanifah Elementary School focuses more on how the children learn not on the lesson itself, with the goal of Kalua students already know how to study it can be ensured the results of learning will be maximal of children who are always given lessons but the child Not know how to learn. The discourses outside the classroom inside and outside of the same are settling on how to study, more likely to be a adab than subject matter.

With regards to the learning approach conducted according to the school principal approach to students, and adjusted to the ability of learners. As for every day there are targets that have been poured on a teaching and Learning Plan activities weekly

where the child and parents can monitor the child's memorization proges. The method of learning used is Tahfidz method, Takrirm Sema'an. Semetera deals with learning techniques using lecture methods, discussion methods and learning tactics using the philosophical of a pearl instead of a pot filling an empty glass. So the teacher's job is to have to find each day a child's talent to guide the child to hone his talents and in learning there are times when relaxing because teachers must be able to enter the world of new children our teachers deliver to the child.

While it relates to the opening of the study conducted using the learning begins with prayer and learning etiquette or the rules of the class are extended with stories to form the character of the child. The learning process is tailored to the teaching and closing learning plan to conclude with the final routine of teaching and learning activities by setting up a variety of teaching and learning Activities that must be prepared again, clean, neat tables etc. are closed with stories and prayers.

The learning evaluation relates to the initial evaluation of learning, the evaluation of the learning process and the end of learning. According to the principal, the initial evaluation of learning every new school year is conducted early test for reading, memorization and Philology Monthly, and 3 monthly. For the end of learning evaluation conducted Quran test every 3 monthly.

5 DISCUSSION

When attempting to define non-formal learning, many facets and understandings of lifelong, lifewide learning emerge. [10]. Non-Formal education manages to reach out to educationally marginalized people through low school fees, adaptive teaching methods and appealing contents [11]. Non-formal learning is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. [12]. The non-formal dimension of these programmes tends to relate to other, usually more FL exible, forms of learning organization, approaches to teacher recruitment and training, and resource the, different from those in the formal system.[13].

Non-Formal learning is indeed different from formal learning carried out in elementary schools in general. Taylor (2006) in [14], provides a non-formal education description, in which argues that it tends to be "time-focused, responsive to localized needs, learner-centered, less structured [than formal education], and assumed Non-hierarchical relationship between learner and facilitator ". This is evidenced that non-formal learning is carried out with an official curriculum and added a typical local pesantren curriculum that focuses on Qur'anic learning, and with extra-curricular activities that stimulate children's talents and interests. Quran Hanifah Semarang Elementary School chose a non-formal education system rather than formal education because of its aim of promoting children's preparation towards Akil Baligh, thus emphasizing the character of the Akhlaqul Karimah and learning the Koran, As well as extra-curricular activities that stimulated children's talents and interests.

This choice is very appropriate, because it fits with the research findings [10] who said that "The findings also revealed that it is complicated to divide learning into formal and non-formal

categories; Instead, non-formal education is useful for individual learners when both formal and non-formal educational contexts are integrated ". Define non-formal education as a part of general education, which gives students the required tools for cognition and creativity. It allows them to fully realize their self-potential and to set their own professional and personal goals [15]. The fact that the individuals are enrolled in non-formal education programmer seeking primarily their improvement, personal or professional, with their pleasure and satisfaction [16]. Nonformal education opportunities abound and constitute a substantial educational presence. The Teacher-student relationship affects the quality of teacher work and the student experience, including student achievement and satisfaction, in both formal and informal settings.

In connection with learning material in the Hanifah Quran Primary School It is divided into 2, namely the national curriculum consists of Religious Curriculum and Characteristics, Pancasila and Citizenship Education, Indonesian Language, Mathematics, Natural Sciences, Social Sciences, and Cultural Arts and Crafts, Physical Education, Sports and Health. And the Islamic plus Entrepreneurship curriculum consists of the subjects of Aqidah Akhlaq, Tajweed/Read Al-Qur'an, date, Tahfidz, Hadist, Fiqh, Arabic. And have extracurricular groups including Scouts, Computer Laboratory, Kids Showroom, Indoor, Outbound, & Spiritual Training Areas.

The learning objectives of the Hanifah Quran Primary School are to make students make habits in terms of: (1) accustomed to praying five times; (2) Fluent in reading the Qur'an, (3) memorizing 5 Juz Al Qur'an, Asmaul Husna, 40 hadiths, and daily prayers and prayers; (4) routine Dhuha and Sedekah prayers; (5) Excel in the academic field; (6) routine reading; (7) Dare to convey ideas or ideas; (8) Produce works according to their talents and interests (passion); (9) Having a basis for entrepreneurship or entrepreneurship.

The learning models

The learning model of the Hanifah Quran Primary School is divided into 2 (two) namely, (1) Learning models to follow the Service curriculum with Learning models: (a) Inquiry Learning (Inquiry learning), (b) Project-Based Learning (Project-based learning), (c) Contextual Learning (contextual learning), (d) Quantum teaching in action and (e) Brain Based Learning (proper education and work according to the Brain). As for the learning model following Islamic boarding school includes: Holistic education based on Akhlaqul Karimah and treating Adab rather than science. Learning model is a pattern or plan that can be used to operate the curriculum. Designing learning materials, and for guiding learning in class settings or can be said the way taken by the teacher in making relations with students during the learning process. Therefore the creation of a conducive atmosphere needs to be done so that in learning students no longer feel anxious, no longer afraid to participate, no longer feel an obligation, but become awareness and need, in an atmosphere of comfortable and pleasant feelings .[17].

Teaching methods

Teaching methods offer the educator the opportunity to help adult learners achieve the desired learning outcomes. [18]. Regarding the Learning method which implements more

learning strategies with lecture methods and demonstrations in subject learning that adhere to the national curriculum. As for the Tahfidz learning method include: (1) musyafahah Method: In Principle This method can be done In three ways: (a) Reading teacher, students listening and vice versa, (b) Reading teacher and Students only listening, (c)Santri Reading and the teacher listens; (2) Recitation Method: The teacher assigns the students to memorize a number of verses or pages until they are memorized correctly, then The students read The memorization in front of The teacher (memorization deposit); (3) takrir Method: The students repeats the memorization he gets, then reads the memorization in front of The teacher; (4) mudarrosah Method: All students memorize alternately and sequentially, others listen or listen to it; (5) The test method is used to determine The accuracy and smoothness of The students memorization with memorization deposits.

Teaching Techniques

Teaching techniques are specific applications or learning methods that have been adapted to the abilities and habits of the teacher, the availability of learning media and the readiness of students. For example, techniques to teach multiplication by repetitive summation and other techniques.[17].The learning techniques are guided by the academic calendar and weekly activity plan (RKM) divided by the Guardian at The beginning of The learning process so parents can also monitor The progress of learning in the school. According to[19] relating to learning planning is the process of translating the applicable curriculum into learning programs which can then be used as guidance for educators in the learning process. This requires help from the teacher to motivate and encourage students in the learning process to be involved in totality. The teacher must master both material and strategies in learning. [20].

The implementation of learning is divided into 3 (three), namely: The Opening of learning begins with prayer, The name of The Heart, and The learning habits or class rules are continued with stories to shape The character of students. The core activities are in accordance with with the material given such as Tahfidz lessons, national subjects such as mathematics, social sciences, natural sciences and so on. The closing ended with the final routine of teaching and learning activities by preparing a variety of equipment that must be tidied up again, a clean, neat table and finally the educator told stories of inspiration and prayer home.

6 CONCLUSION

Non-formal learning is carried out referring to the national curriculum with non-formal education pathways and added a typical local pesantren curriculum that focuses on Qur'anic learning, and with extra-curricular activities that stimulate Children's talents and interests. The learning model of the Hanifah Quran Primary School is divided into 2 (two) namely, (1) Learning models to follow the Service curriculum with Learning models: (a) Inquiry Learning (Inquiry learning), (b) Project-Based Learning (Project-based learning), (c) Contextual learning (contextual learning), (d) Quantum teaching in action and (e) Brain Based Learning (proper

education and work according to the Brain). As for the learning model following Islamic boarding school includes: Holistic education based on akhlaqul karimah and treating Adab rather than science.

Regarding the learning method which implements more learning strategies with lecture methods and demonstrations in subject learning that adhere to the national curriculum. As for the Tahfidz learning method include: (1) The method of success: In principle the Reading teacher, the students listens and vice versa; (2) Recitation Method: The teacher assigns the students to memorize a number of verses or pages until they are memorized correctly, then The students read The memorization in front; (3) takrir Method: The students repeats the memorization he gets, then reads the memorization in front of The teacher; (4) mudarrosah Method: All students memorize alternately and sequentially, others listen or listen to it; (5) The test method is used to determine The accuracy and smoothness of The students memorization with memorization deposits.

The learning technique is divided into 3 (three), namely: The Opening of learning begins with prayer, The asmaul Husna, and learning habits or class rules are continued with stories to shape The character of students. The core activities are in accordance with with the material given such as Tahfidz lessons, national subjects such as mathematics, social sciences, natural sciences and so on. The closing ended with the final routine of teaching and learning activities by preparing a variety of equipment that must be tidied up again, a clean, neat table and finally the educator told stories of inspiration and prayer home..

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