



STUDENT CORNER LEARNING CONSTRUCTION AT MTS-MA AL-QUR'AN LA RAIBA HANIFIDA JOMBANG

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Abstract -The role of the teacher as an educator began to shift to become a facilitator or tutor. Students are given the opportunity to discuss the teaching materials they have learned. This method makes students understand the teaching material better than if it is explained directly through the teacher's lecture. This is then applied to the student learning activities of MTs-MA al-Qur'an La Raiba Hanifida which are not found in any school in the world. Although this learning activity is still classified as a new learning model, the theoretical basis that constructs this activity is quite strong and scientific. No wonder the principal and the head of the foundation still maintain this activity as one of the leading activities that will continue to be evaluated and improved from time to time. This learning activity is called the Student Corner. Therefore, the researcher was inspired to conduct research to explain how the Student Corner Learning Model, Activities and develop student learning corners at MTs-MA al-Qur'an La Raiba Hanifida Jombang. The research method used in this study is a qualitative method with a multi-site study design.

This study obtained the results, namely First, it can simply be concluded that the learning model applied to the Student Corner is the implementation of Active Learning. However, Active Learning has not been able to represent the so-called Student Corner. Because basically Student Corner is just the name of a learning program that has been modified by MTs-MA al-Qur'an La Raiba Hanifida. While Active Learning is a name for learning theory. Second, the Student Corner learning activities include; a) students' creativity which is continuously stimulated every day through the making of Mind Mapping. b) students are trained in delivering the subject matter. 3) students' self-confidence increased dramatically after being trained regularly in each presentation. Third, Student Corner learning activities are constructed from three theories; Constructivist, Cognitivist and Mind Mapping. Constructivist theory teaches students how to build knowledge independently. Then Cognitivist theory teaches the importance of a learning process rather than results. While the Mind Mapping theory teaches students to think creatively and makes it easier for students to absorb information in a creative note.

Keywords: Student Corner, Mind Mapping, Hanifida



1. INTRODUCTION

Today the educational paradigm has experienced a tremendous shift. From what students used to think of as an 'empty glass' that had to be filled, it became a 'coal' that just had to be given a stimulus to light the fire. This paradigm shift has a significant effect on students. Students who were previously thought to know nothing, become students who are considered to already have the capital and are ready to develop according to their own form. The form is no longer intervened by anyone. Rather, he was the one who formed himself.

Learning is an activity or a process to acquire knowledge, and strengthen personality. In the context of knowing or the process of acquiring knowledge, according to conventional scientific understanding, human contact with humans is termed experience. Experiences that occur repeatedly give birth to knowledge, or a body of knowledge. This definition is a general definition in conventional science learning, and assumes that knowledge has been scattered in nature, it's just a matter of how students or learners explore, explore and find and then pick it up, to gain knowledge (Suyono & Hariyanto. 2012: 9).

In principle, learning has three elements. First, Learning Objectives. The purpose of learning is to form meaning. So the learners are created from what they see, hear, feel, and experience. The construction of meaning is influenced by the previous understanding that students have. Second, the Learning Process. The learning process is a continuous construction of meaning, every time dealing with a new phenomenon or experience, a construction is held, either strongly or weakly. The learning process is not an activity of gathering facts, but rather the development of thinking by making new understandings. Learning is not the result of development, but development itself. Third, learning outcomes. Learning outcomes are influenced by the learner's experience as a result of interaction with the physical world and its environment. A person's learning outcomes depend on what the learner already knows; concepts, goals and motivations that affect interactions with the material being studied. (Muhkhlas. 2012: 127)

With this paradigm shift, the teacher's role as a teacher began to shift to that of a facilitator or tutor. Students are given the opportunity to discuss the teaching material they have learned. This method makes students understand the teaching material better than if it is explained directly through the teacher's lecture. Some experts believe that a new subject is truly mastered when the learner is able to teach it to others. Peer-to-student teaching gives students the opportunity to learn something well and, at the same time, to be resource persons for one another. (Silberman. 2006:177)

In the world of education, a learning activity has a close and inseparable relationship. This activity becomes the pivot that determines whether an educational process can take place well or not in an educational institution. That's why many experts write about effective learning strategies to achieve success in a learning process.

In its development, learning activities undergo a process of change from time to time. The innovations created by education experts have had a significant impact on improving the quality of education in this millennium era. Educational institutions are also competing with each other to be able to implement an effective learning system, but it has an effect on the long term. Continuous innovation. That's the motto.

On this occasion, the author will mention more or less about the learning activities of the MTs-MA al-Qur'an students of La Raiba Hanifida which are not found in any school in the world. Although this learning activity is still classified as a new learning model, the theoretical basis that constructs this activity is quite strong and scientific. No wonder the principal and the head of the foundation still maintain this activity as one of the leading activities that will continue to be evaluated and improved from time to time. The learning activity is called the Student Corner.



In language Student Corner can be interpreted as "Student Corner". Meanwhile, the term Student Corner can be interpreted as a learning activity carried out by students of MTs-MA al-Qur'an La Raiba Hanifida in groups to discuss various subjects. Components of group members are arranged heterogeneously from across classes so as to allow diversity of subject matter discussed. Each student is given the opportunity to discuss and present the material he has made in the form of Mind Mapping.

This activity has various kinds of uniqueness. Among them; this learning activity does not involve the active role of a teacher, students present the teaching materials learned at night in the form of Mind Mapping, students study independently, and all students actively participate in the discussion process.

As far as the author observes, the Student Corner learning is constructed from various learning theories. There are at least three learning theories that dominate it. First, the theory of Cognitivism. Second, the theory of Constructivism. Third, the theory of Mind Mapping. This will be the subject of the author's discussion in this study.

Based on the research context above, the authors focus this research on "Construction of Student Corner Learning at MTs-MA al-Qur'an La Raiba Hanifida Bandung Diwek Jombang". The focus of this research is further elaborated in several problem formulations as follows: 1). How is the Student Corner Learning Model at MTs-MA al-Qur'an La Raiba Hanifida Jombang? 2). How are the Student Corner Learning Activities at MTs-MA al-Qur'an La Raiba Hanifida Jombang? 3). How is the Construction of Student Corner Learning at MTs-MA al-Qur'an La Raiba Hanifida Jombang?.

2. LITERATURE REVIEW

Constructivism Theory

The existence of a learning program certainly cannot be separated from the underlying theory. These theories ultimately give rise to a framework of thinking that gives birth to models, strategies, and methods of learning so that a unified system is formed that is interrelated with one another.

Likewise with the birth of this Student Corner learning program. The formation of this learning program certainly cannot be separated from an interrelated system. The linkages between these systems are called learning constructions. Learning construction is a system that composes the formation of a learning.

In this study, the author focuses on discussing the construction of learning based on the theory that underlies the learning of the Student Corner. Based on the author's observations, there are three theories that construct the application of this Student Corner learning model. Among them; Cognitivism, Constructivism, and Mind Mapping.

Constructivism comes from the words constructivist and ism. Constructive means to build, improve, and build. Meanwhile, isme in the Indonesian language dictionary means understanding or flow. Constructivism is a philosophy of knowledge that emphasizes that our knowledge is the result of our own construction (Glaserfeld in Pannen et al. 2001: 3).

Constructivism theory is defined as learning that is generative, namely the act of creating something meaning from what is learned. In contrast to the behavioristic flow which understands the nature of learning as an activity that is mechanistic between stimulus responses, constructivism understands learning as a human activity to build or create knowledge by giving meaning to knowledge according to experience. Constructivism is actually not a new idea, what we have been through in our lives so far is a collection and construction of experience after experience. This causes a person to have knowledge and become more dynamic.

In this regard, Tasker (1992:30) as quoted by Hamzah (2008) suggests the emphasis in constructivism learning theory as follows; First, the active role of students in constructing knowledge meaningfully.

Second, the importance of making connections between ideas in meaningful construction. Third, linking new ideas received.

In an effort to implement constructivism learning theory, Tyler (1996) in Suyono and Hariyanto (2012: 109) proposes several suggestions related to learning design, including:

1. Provide opportunities for students to express ideas in their own language;
2. Give students the opportunity to think about their experiences so that they become more creative and imaginative;
3. Provide opportunities for students to try new ideas;
4. Provide experiences related to the ideas that students already have;
5. Encourage students to think about changing their ideas;
6. Creating a conducive learning environment.

The constructivism approach has several general concepts such as:

1. Students actively build knowledge based on existing experience.
2. In the context of learning, students should build their own knowledge.
3. The importance of actively fostering knowledge by students themselves through a process of mutual influence between previous learning and the latest learning.
4. The most important element in this theory is that a person actively builds his knowledge by comparing new information with his existing understanding.
5. Imbalance is the main learning motivation factor. This factor applies when a student realizes that his ideas are inconsistent or in accordance with scientific knowledge.
6. The teaching materials provided need to be related to the student's experience to attract the interest of students.

According to this theory, one fundamental principle is that teachers do not only impart knowledge to students, but students must also play an active role in building their own knowledge in their memory. In this case, the teacher can facilitate this process, by providing opportunities for students to find or apply their own ideas, and teach students to become aware and consciously use their own strategies for learning. Teachers can provide students with a ladder that takes students to a higher level of understanding with their own student notes which they write in their own language and words.

From this description it can be said that the meaning of learning according to constructivism is an active activity, where students build their own knowledge, look for the meaning of what they learn and is a process of completing new concepts and ideas with a framework of thinking that already exists and has (Shymansky, 2003). , 1992).

In constructing this knowledge, students are required to have a basis on how to make hypotheses and have the ability to test them, solve problems, seek answers to the problems they encounter, hold reflections, express ideas and ideas so that new constructions are obtained.

Regarding constructivism, there are two learning theories studied and developed by Jean Piaget and Vygotsky, which can be described as follows:

Konstruktivisme Jean Piaget

Piaget, who is known as the first constructivist (Dahar, 1989: 159) asserts that the emphasis of constructivism theory is on the process of finding theory or knowledge that is built from the reality of the field. The teacher's role in learning according to constructivism theory is as a facilitator or moderator. The more recent constructivist view of children developed from Piaget's cognitive learning theory states that knowledge is built in a child's mind by assimilation and accommodation activities according to his schemata. The construction process, as explained by Jean Piaget is as follows:

1. Schematic. The set of concepts used when interacting with the environment is called a schemata. Since childhood, children already have a cognitive structure which is then called a schema. Schemas are

formed by experience. For example, children like to play with cats and rabbits who both have white fur. Thanks to his frequency, he was able to catch the difference between the two, namely that the cat has four legs and the rabbit has two legs. In the end, it is thanks to this experience that the child's cognitive structure forms a schema about four-legged and two-legged animals. The older the child, the more perfect the scheme he has. The process of perfecting the scheme is carried out through a process of assimilation and accommodation.

2. Assimilation. Assimilation is a cognitive process in which a person integrates new perceptions, concepts or experiences into existing schemas or patterns in his mind. Assimilation is seen as a cognitive process that places and classifies new events or stimuli in existing schemas. This assimilation process continues. Assimilation will not cause schemata change/change but schemata development. Assimilation is one of the individual processes in adapting and organizing themselves to the new environment, that person's understanding develops.
3. Accommodation. In the face of new stimuli or experiences, a person cannot assimilate new experiences with existing schemata. The new experience may not fit the existing scheme at all. In such circumstances people will make accommodations. Accommodation occurs to form a new schema that fits a new stimulus or to modify an existing schema so that it fits the stimulus.
4. Balance. Equilibration is a balance between assimilation and accommodation, while disequilibrium is a state where there is an imbalance between the process of assimilation and accommodation, equilibration can make a person unite the external experience with the internal structure.

Konstruktivisme Vygotsky

Ratumanan (2004:45) suggests that Vygotsky's work is based on two main ideas. First, intellectual development can be understood only in terms of the historical and cultural context of the child's experience. Second, development depends on sign systems referring to symbols created by culture to help people think, communicate and solve problems, thus children's cognitive development requires cultural communication systems and learning to use these systems to adapt thinking processes. self.

According to Slavin (Ratumanan, 2004:49) there are two main implications of Vygotsky's theory in education. First, it is desirable to have a class setting in the form of cooperative learning between groups of students with different abilities, so that students can interact in doing difficult tasks and come up with effective problem-solving strategies in their respective proximal/proximal development areas. Second, Vygotsky's approach to learning emphasizes scaffolding. With scaffolding, the longer students are able to take responsibility for their own learning.

Implications of Constructivism in Learning

The implications of constructivism learning theory in children's education (Poedjiadi, 1999: 63) are as follows: (1) the purpose of education according to constructivism learning theory is to produce individuals or children who have the ability to think to solve any problems faced, (2) the curriculum is designed in such a way that there is a situation that allows knowledge and skills to be constructed by students. In addition, problem-solving exercises are often carried out through group study by analyzing problems in everyday life and (3) students are expected to always be active and be able to find ways of learning that are suitable for themselves. The teacher only functions as a mediator, facilitator, and friend who creates a conducive situation for the construction of knowledge in students.

It is also said that learning that meets constructivist methods should meet several principles, namely: a) providing learning experiences that enable students to construct knowledge; b) learning is carried out by linking it to real life; c) learning is carried out by linking to the appropriate reality; d) motivate students to be active in learning; e) learning is carried out by adjusting to the social life of students; f) learning using various facilities; g) involving students' emotional ratings in constructing students' knowledge (Knuth & Cunningham, 1996).

Theory of Cognitivism

Cognitive learning theory is more concerned with the learning process than learning outcomes. This theory emphasizes that a person's behavior is determined by his perception and understanding of situations related to his learning goals. Cognitive learning model is a form of learning theory which is often referred to as a perceptual model. Learning is a change in perception and understanding that can not always be seen as a visible behavior. This theory holds that learning is an internal process that includes memory, retention, processing, information, emotions and other psychological aspects. Learning is an activity that involves a very complex thought process (Budiningsih, 2005: 34)

Suyono & Hariyanto (2012: 75) reveal that according to the cognitive approach, in relation to information processing, the most important element in the learning process is the knowledge possessed by each individual according to his learning situation. What students already know will determine what they will pay attention to, perceive, learn, remember or even forget. The cognitive perspective divides the types of knowledge into three, namely as follows.

- 1) Declarative knowledge, namely knowledge that can be expressed in the form of words or also called conceptual knowledge. Declarative knowledge ranges widely, can be about facts, concepts, generalizations, personal experience or about laws and rules.
- 2) Procedural knowledge, namely knowledge of the stages or processes that must be carried out, or knowledge of how to do (how to do). This knowledge is characterized by the practice or implementation of a concept.
- 3) Conditional knowledge, namely knowledge about when and why (when end way) a declarative knowledge and procedural knowledge are used. This knowledge is related to how to implement both declarative knowledge and procedural knowledge. This knowledge is very important because it determines when to use the right concepts and procedures in problem solving.

Cognitive learning is characterized by learning to acquire and use representative forms that represent objects that are represented or present in a person through responses, ideas or symbols, all of which are mental in nature, for example someone tells his experience during a trip. abroad, after returning to his own country. The places he visited while in another country could not be taken home, nor could the person himself be present in those places. At that time they were telling stories, but initially the responses, ideas and responses were poured into words that were conveyed to those who heard the story.

According to Piaget, in his "Cognitive Developmental" theory, every child develops his thinking ability according to regular stages. The thought process of children is a gradual activity, step by step of intellectual function, from concrete to abstract. At a certain stage of development, certain schemas or cognitive structures will appear, the success of which at each stage is highly dependent on the achievement of the previous stage. Piaget was also involved in developing the concept of schemata, which is a schema about how a person perceives his environment in the stages of development, when a person acquires a new way of presenting information mentally (Suyono & Hariyanto. 2012: 83).

According to Piaget, the educational experience must be built around the structure of learning. Children of the same age and from the same culture tend to have the same cognitive structure, but it is possible for them to have different cognitive structures and therefore require different types of learning materials. On the one hand, educational materials that cannot be assimilated into the child's cognitive structure will not be meaningful to the child. If, on the other hand, the material can be completely assimilated, no learning process takes place. The known part will be assimilated, and the unknown part will cause modifications in the child's cognitive structure. This modification is called accommodation, which can be likened to learning.

Thus, according to Piaget, optimal education requires a challenging experience for the learner so that the process of assimilation and accommodation can result in intellectual growth. To create this type of



experience, the teacher must know the level of the student's cognitive structure. (Hergenbahn & Oslon, 2014: 324).

In contrast to Piaget, Bruner sees human cognitive development as related to culture. For Bruner, a person's cognitive development is strongly influenced by the cultural environment, especially the language that is usually used.

The basis of Bruner's theory is Piaget's expression which states that children must play an active role when learning in class. The concept is learning by finding (discovery learning), students organize the learning materials they learn in a final form that is in accordance with the level of progress of the child's thinking. Education is essentially a process of personal discovery, by each individual student. This is the main theme of Bruner's theory. (Suyono & Hariyanto, 2012: 88)

According to Bruner, to teach something does not have to wait until the child reaches a certain stage of development. The important thing is that the learning materials must be arranged properly so that they can be given to them. In other words, one's cognitive development can be improved by arranging the material to be studied and presenting it according to the level of development. The application of Bruner's theory that is well known in the world of education is a spiral curriculum where the same subject matter can be given from elementary school to university according to their level of cognitive development. According to Bruner, the best way of learning is to understand concepts, meanings and relationships through an intuitive process and then a conclusion can be generated. (discovery learning).

Mind Mapping

Mind Mapping is a way to put information into the brain and take it back out of the brain. The form of Mind Mapping is like a map of a street in a city that has many branches. Like a roadmap we can make a comprehensive view of the subject matter in a very wide area. With a map we can plan a route that is fastest and precise and know where we are going and where we are.

Mind is the idea of various imaginations. Mind is a condition that arises when the brain is alive and working (Bahaudin, 1999: 53). Porter and Hernacki (199: 152) further explain, mind maps are techniques for utilizing the whole brain by using visual images and other graphic infrastructure to form a deeper impression.

Mind Mapping can be called a route map that is used by memory, allowing us to organize facts and thoughts in such a way that the natural workings of our brain will be involved from the start so that remembering information will be easier and more reliable than using ordinary note-taking techniques.

The concept of Mind Mapping was originally introduced by Tony Buzan in the 1970s. This technique is also known as Radiant Thinking. A mind map has a central idea or word, and there are 5 to 10 other ideas that come out of that central idea. Mind Mapping is very effective when used to bring up the hidden ideas that we have and make associations between those ideas. Mind Mapping is also useful for organizing the information you have. The shape of the diagram is like a tree diagram and its branches make it easy to reference one information to another.

Mind Mapping is a note-taking technique to help students use the full potential of the brain so that it is optimal. The trick, combining the work of the left and right brain. With the Mind Mapping method students can improve memory up to 78%.

Some of the benefits of having a Mind Map include:

- a. Plan
- b. Communicate
- c. Be Creative
- d. Saving time
- e. Solve the problem

- f. Focusing
- g. Composing and Explaining Thoughts
- h. Remember better
- i. Learn Faster and Efficient
- j. View the full picture

There are several advantages when using this Mind Mapping technique, namely:

- a. This method is fast
- b. Techniques can be used to organize the ideas that pop into your head
- c. The process of drawing a diagram can give rise to other ideas.
- d. The diagram that has been formed can be a guide for writing.

From this description, Mind Mapping is a note-taking technique that develops visual learning styles. Mind maps integrate and develop the working potential of the brain contained within a person. With the involvement of both hemispheres of the brain, it will make it easier for someone to organize and remember all forms of information, both written and verbal. The combination of colors, symbols, shapes and so on makes it easier for the brain to absorb the information it receives. Mind maps created by students may vary each day. This is due to the different emotions and feelings contained in students every day. The pleasant atmosphere that students get when they are in the classroom during the learning process will affect the creation of mind maps. The teacher's task in the learning process is to create an atmosphere that can support student learning conditions, especially in the process of making Mind Maps. (Sugiarto, 2004).

How to make a Mind Map, first prepare a blank sheet of paper arranged in a landscape position then place the topic to be discussed in the middle of the paper page in a horizontal position. Try to use images, symbols or codes in the Mind Mapping that is made. By visualizing the work of the left brain that is rational, numerical and verbal, it synergizes with the work of the right brain that is imaginative, emotional, creative and artistic. By synergizing the potential of the left and right brain, students can more easily capture and master the subject matter.

In addition, students can use key words as associations to an idea in each branch of thought in the form of a single word and not a sentence. Each branch line is interconnected to the center of the image and the lines formed are not straight so as not to be boring. Branch lines should be made thinner as they move away from the main image to indicate the hierarchy or importance of each line.

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Memory is a biological process, namely giving codes to information and recalling information when the information is needed. Basically, memory is something that forms human identity and distinguishes humans from other living things. Memory provides points of reference for the past and predictions for the future. Memory is a complex electrochemical chemical reaction that is activated through various sensory channels and stored in a very complex and unique neural network throughout the brain. Memories are formed through thinking, moving and experiencing life (sensory stimulation). All experiences that are felt will be stored in the brain, then will be processed and sorted by brain structures and processes regarding their value and usefulness (Jensen, 2002: 21).

In general, the left brain plays an important role in logical processing. Words, mathematics and sequences or what is called the brain are related to academic learning. The right brain is concerned with rhythm, rhyme, music. Image and imagination or what is known as the brain are related to creative activity. The two hemispheres of the brain are connected by the corpus collosum which constantly balances incoming messages and combines abstract and holistic images with concrete and logical messages (Vos, 2003: 125).



Most people only use their left brain to communicate and acquire information in verbal or written form. The fields of education, business, and science tend to use the left hemisphere of the brain. In the learning process students are always required to use the left hemisphere of the brain when receiving subject matter. The subject matter will be changed and processed in the form of memory. Sometimes students can not maintain these memories in the long term. This is due to the lack of balance between the two hemispheres of the brain, which can eventually lead to disruption of one's physical and mental health.

To balance the tendency of one hemisphere of the brain, it is necessary to have musical and aesthetic input in the learning process. Music and aesthetic input can provide positive feedback so that it can cause positive emotions that make the brain work more effectively (Porter and Hernacki, 1999: 38).

The brain cannot directly process information into a neat and orderly form but must search for, select, formulate and assemble it in pictures, symbols, sounds, images, sounds and feelings so that the information that comes out one by one is connected by logic, governed by language and produce an intelligible meaning. Note-taking techniques can be divided into two parts. First, note, write, arrange (CTS), which is a note-taking technique that is able to synergize the work of the left brain with the right brain, so that learning concentration can increase tenfold. Record, write, arrange, connect what is heard into the main points and write down thoughts and impressions of the subject matter that has been studied (Porter and Hernacki, 1999: 152).

3. RESEARCH METHOD

In this study, it is devoted to the object of study of Student Corner learning construction at MTs-MA al-Qur'an La Raiba Hanifida Bandung Diwek Jombang. In accordance with the object of the study, the research approach used by the author is descriptive qualitative phenomenological research, namely a qualitative approach to understand and describe the meaning of events and interactions with ordinary people in certain situations (Arifin, 1996: 50), which is contained in Student Corner learning construction at MTs-MA al-Qur'an La Raiba Hanifida Jombang.

This type of research uses a multi-site study design, which seeks to reveal the symptoms that occur thoroughly and in detail about an individual or an institution over a certain period of time according to the existing conditions and context.

Sources of data in this study were principals, teachers, students and parents of students. To explore the data, the researcher used interview, observation and documentation data collection techniques.

The data analysis technique used in this study is descriptive analysis using the concept promoted by Miles & Huberman that the data analysis procedures include: data reduction/data reduction, data presentation/data display, and drawing conclusions/verification or conclusion drawing/verification.

4. RESULT

MTs-MA al-Qur'an La Raiba Hanifida

This school is located in Bandung Village, Diwek District, Jombang Regency, East Java Province. This school was founded by the Jombang Hanifida Foundation in 2011. The vision of this school is "To become the preferred al-Qur'an school that graduates students who memorize the Qur'an with the hanifida method (according to level), achieve and have Qur'anic character". In accordance with its name and vision, this school has its own characteristics, namely using the hanifida method in memorizing the Qur'an.

The Hanifida Method is a 21st Century Fast Learning method that explores all the capabilities of the human brain consisting of the reptile brain, mammalian brain, neocortex, right brain, and left brain with the aim of simplifying, accelerating, and making learners happy in learning, memorizing and analyzing. subject matter at school. This method is known as the 21st century practical method of fast memorizing



about memorizing 99 al-Asma al-Husna constructivism models, contemporary methods, memorizing verses of the Qur'an, memorizing the names of letters in the Qur'an starting from the name, serial number, another name for the letter, the number of verses, the place of descent, and the essence of the content of the letter. This hanifida method was discovered by Dr. Khoirotul Idawati Machmud and Dr. Hanifuddin Mahadun.

This Hanifida method has been tested and practiced since 2006, has been used and practiced by hundreds of thousands of people in more than 1800 training events and seminars in major cities in Indonesia. More than 1000 educational and professional institutions and has been accessed by + 75 countries in the world.

The uniqueness of the Hanifida method, among others:

1. Using 21st Century Fast Learning Techniques by exploring all components and parts of the human brain (Triune brain and right brain-left brain).
2. Optimizing all student learning styles.
3. Stimulate students' creativity and intelligence.

To support optimizing the use of the hanifida method, it is supported by the latest books and teaching aids based on Brain Based Learning, with characteristics including:

- a. Color and picture books.
- b. The module includes keywords and expressions.
- c. Visual, auditory and kinesthetic aids
- d. The results obtained are complete, plentiful and fast.
- e. Edutainment-based learning: effective, efficient, fun and exciting.

The education system used in MTs and Ma Al-Qur'an La Raiba Hanifida is a Brain Based Learning learning model and accelerated learning pattern of 21st century fast learning, enjoyfull learning method with Multiple Intelligences approach.

1. Integrated activity and curriculum. The curriculum applied is the integration of an internationally oriented national curriculum with a local curriculum based on the Qur'an with a holistic understanding.
2. Enjoyfull Learning. With the Brain Based learning learning model, namely brain-based learning, which optimizes the ability of the right brain and left brain as well as the triune brain with the Enjoyfull Learning Method through creative, innovative, fun, and exciting learning, so that various problems such as boredom and boredom in students can be minimized .
3. Featured; Memorizing Al-Qur'an Computer File Model Hanifida Method and Understanding Holistically as well as optimizing OKA-OKI and Triune Brain. The Hanifida method as a new method discovered by the founder of the MTs - MA al-Qur'an institution La Raiba Hanifida and has been tested in > 1,800 training events throughout Indonesia and Southeast ASIA, this method is not only applied to general lessons, but also applied to in the method of memorizing the Qur'an with a computer file model, namely memorizing verses, translations, verse numbers, forward, backward, and random. The follow-up is to understand the verse holistically on the basis of understanding Arabic Grammatical through the I'rab and I'lal .
4. Excul Priority: National standard training. The superior extracurricular of MTs - MA al-Qur'an La Raiba Hanifida is the formation of national standard trainers. This program is integrated into the Accelerated Learning training division which has been running for 6 years and trained >200,000 participants throughout Indonesia and Southeast Asia in >1,500 training events. As well as extracurricular life skills with character; OKA-OKI exploration; (1) Theatre, (2) Wushu, (3) Pantomime, (4) Brain Gym, (5) BBL Gym, (6) Drumband, (7) Modern Banjari & Qasidah, (8) Group Band, (9) Calligraphy , (10) Graphic Design & Photography. (This program is supported by; one student, one musical instrument and one student, one laptop). Achievements: (1) Winner of the Most Inspirational Photo You-C. Jakarta 2012 (2) Second Place Photography Faculty. Psychology UI Jakarta 2012 (3) 2nd Place Photography Faculty. Economics & Business UGM. Jogja 2012 (4) Second Place in Photography Serena Laud. Jakarta 2012.



(5) 2nd Place Photography UK Petra Surabaya 2012. (6) Top 30 Nominee for Twitter Photos by Boncabe Jakarta 2012. (7) 2nd Place Photography IPB Bogor 2012 (8) 1st, 2nd, and 3rd Place Shalawat Marawis 2012 at Community Radio Voices of the Citizens of Jombang 2012 (9) 1st Place Qasidah Alternative in Kediri Karisidenan 2012 (10) 2nd Place Youth Level at the Qasidah Rebana Festival at IAIN Surabaya 2012 (11) Third Place at the 2012 Jombang Qasidah Rebana Festival.

5. Internationally Oriented. As an introduction to MTs - MA al-Qur'an La Raiba Hanifida Goes to International, all learning activities, books and learning interactions are stimulated by Bilinguals. General lessons are stimulated in English-Indonesian, while Religion lessons are stimulated in scientific Arabic based on I'rab and I'lal.

Student Corner Learning Model at MTs-MA al-Qur'an La Raiba Hanifida Jombang

The Student Corner learning model applied by MTs-MA al-Qur'an La Raiba Hanifida is an adaptation of the Active Learning theory in which it has undergone modifications and developments from various sides. The emphasis of Active Learning learning is to emphasize the involvement of students in participating in the teaching and learning process. Students are stimulated to be able to learn independently creatively. This is as applied to the Student Corner learning. The students are conditioned to learn independently according to their own creativity through a structured and systematic program.

Amri & Ahmadi (2010: 133) reveal that the active role of students is very important in the context of forming a creative generation, which is able to produce something for the benefit of themselves and others. Creativity is also intended so that teachers create diverse learning activities so that they meet various levels of student abilities.

The participation and activeness of students in the learning process is very important. Because of student involvement, learning will be able to run more optimally. Thus the quality of learning can be improved so that mastery of the material also increases. With a model like this, each student will find a unique way of mastering the teaching material.

The purpose of active students here are 1) students are actively involved in all forms of learning activities; 2) Students actively use their brains/thoughts (find main ideas, solve problems, apply in real life); 3) Silberman in Sukardi stated that students are physically active in learning activities, especially their five senses. In this case, students use all the senses, starting from the ears, eyes, while thinking, processing information and doing assignments. Students don't just listen, because if they only listen, students can't remember a lot of information because they are easy to forget; 4) Students are active mentally-emotionally/psychologically in learning activities (Sukardi, 2013:111-112).

However, Tafsir (2003:145) reveals that active learning is not necessarily physical. But what is more important is being psychologically active. He said that some people think that the teaching and learning process is considered active if the students do a lot of movement as seen in kindergarten teaching activities or in the teaching process in the laboratory, or in the sports teaching process. So a teaching process here is considered by the person to be active if the student is physically active. This is an inaccurate assumption. However, the most important indicator that marks students in a teaching process is if students always follow the teaching process step by step psychologically.

From the two opinions above, it can be concluded that active learning must have two criteria. That is; First, be physically and sensory active. Second, be psychologically active. The activeness of students in the Student Corner learning process can be seen from the learning model which always gives students the opportunity to present the subject matter they have summarized in the form of Mind Mapping. Indirectly students carry out the process of material explanation as the teacher conveys the teaching material to students. In other words, each student has the opportunity to teach their peers so that a peer teaching system is formed or often referred to as peer teaching.



The existence of peer teaching makes students master the material more deeply when they are able to teach it to others. This is as stated by Silberman (2006: 177) who says that some experts believe that a new subject is truly mastered when the learner is able to teach it to others. Peer-to-student teaching gives students the opportunity to learn something well and, at the same time, to be resource persons for one another.

In addition to students being able to master teaching materials better, this Student Corner activity can significantly improve students' verbal skills. According to the experiments of scientists, this verbal skill will bring students to the gate of success.

This is as stated by Dr. Wilfred Funk, teacher and founder of Funk and Wagnall Publishing Firm in Stine (2004: 43), "After going through various experiments and tests, practical scientists have found that one of the quickest and easiest ways to move forward is to build knowledge of words. say"

Stine (2004: 43) also adds "People with strong verbal intelligence have a number of abilities that are the key to success in several areas of life. They have a "talent" or keen eye for expressing themselves through the written word – often even both."

Through these theories, it can be concluded that the existence of a Student Corner not only makes students active in learning but also can train students' verbal skills. Which verbal ability is one of the fastest ways to build knowledge as well as a success.

As explained in the theoretical discussion points, the learning model implemented in the Student Corner learning is an adaptation of Active Learning. However, in the practical realm of learning, Student Corner cannot be equated with Active Learning. The meaning of cannot be equated here is in terms of terms. Among the differences are as follows: 1) Student Corner learning activities are always carried out outside the classroom, 2) Students always present Mind Mapping, 3) There is English material, 4) Each student presents hadith every day.

In simple terms, it can be concluded that the learning model applied to the Student Corner is an implementation of Active Learning. However, Active Learning has not been able to represent the so-called Student Corner. Because basically Student Corner is just the name of a learning program that has been modified by MTs-MA al-Qur'an La Raiba Hanifida. While Active Learning is a name for learning theory.

Student Corner Learning Activities at MTs-MA al-Qur'an La Raiba Hanifida Jombang

The emergence of the Student Corner learning activity began in 2011. In its development, the Student Corner underwent various modifications until it finally used a learning approach that was more inclined to constructivism and cognitivism learning theory. This activity is strengthened by the Mind Mapping which is presented by students every morning.

There are several points that the researchers noted in this Student Corner learning activity.

a. Every child understands the teaching material at least 70%

As is known, education at the level of SMP/MTs to SMA/MA in Indonesia tends to adhere to the paradigm that students are positioned as 'empty glasses' ready to be filled. So that teachers are more likely to use the lecture method to fill in teaching material to students.

Unlike the case with the Student Corner. In each Student Corner session, each student is required to present the Mind Mapping that he has made in the evening. In other words, every day they always practice to speak the subject matter that they have summarized in the form of Mind Mapping. This allows students to absorb more information from textbooks than just reading reading books. As stated by an education expert, Dr. Vernon A. Magnesen(1983) in Bobbi DePorter (2014: 94) says that we learn; 10% of what we read 20% of what we hear 30% of what we see 50% of what we see and hear 70% of what we say 90% of what we say and hear do.

Thus the existence of this Student Corner allows students to master the teaching material at least 70% to 90%. Because every day students always convey what they learn every night

b. Every month students finish 4 books/month



The assumption of calculating 4 books/month is based on the average chapter count for each book which has at least 6 chapters. If every night students summarize 1 chapter every night, then within one week students complete the value of 1 book. Thus, in one month students complete 4 books in each month. It is not uncommon for students to have devoured all the books one semester before the semester ends.

c. This Student Corner learning activity succeeded in stimulating students' creativity in learning.

Student Corner has succeeded in stimulating students' creativity in learning. This is evidenced by the making of Mind Maps by students every day. With this Mind Mapping, students are required to use all their resources in order to create a new work that contains a summary of the textbooks they read.

d. Student Corner trains students to be confident in expressing opinions and speaking in public

Based on the author's observations while researching the Student Corner, students who attend the Student Corner regularly experience a significant increase in students' confidence in expressing opinions and speaking in public. From the students who previously only spoke a word or two, they became more confident and more systematic when delivering the subject matter that was packaged in the form of Mind Mapping that they had made.

e. Students can find out the subject matter of various classes.

In practice, the Student Corner is divided into small groups consisting of various classes. Starting from class VII MTs to class XII MA. This allows students to hear teaching materials from other classes. For class VII will listen and follow the class above. So that later when grade VII goes up to the grade level above, they only need to review the subject matter. Likewise with the class above it. The material presented by the class can strengthen the memory and understanding of the teaching material presented.

These are some of the notes that the author found in the Student Corner learning activities. Broadly speaking, the strengths of this Student Corner learning activity are; 1) students' creativity which is continuously stimulated every day through the making of Mind Mapping. 2) students are trained in delivering the subject matter. 3) students' self-confidence increased dramatically after being trained regularly in each presentation.

Construction of Student Corner Learning at MTs-MA al-Qur'an La Raiba Hanifida Jombang

Learning Student Corner is a learning program that does not stand from one theory. However, it is a program that is constructed from several learning theories. In the author's opinion, the theories that became the basic material for the creation of this Student Corner learning program include;

a. Constructivism

Constructivism theory adheres to the notion that knowledge is not necessarily transferred from the teacher's mind to students. In the sense that students must be mentally active to build their knowledge structure based on their cognitive maturity. Students are no longer considered as empty glasses ready to be filled. However, it is like coals of fire that are ready to be stimulated so that they can release their fire (potential). In connection with the above, Tasker (1992: 30) in Amri and Ahmadi (2010: 148) suggests three emphases in constructivism learning theory as follows. The first is the active role of students in constructing knowledge in a meaningful way. The second is the importance of making meaningful connections between ideas in construction. The third is linking ideas with new information received.

The learning process applied in the Student Corner allows students to be able to build constructs of knowledge and thinking by reading and summarizing the readings in the form of Mind Mapping. By giving students the opportunity to present their Mind Maps, students will automatically assimilate the knowledge they have acquired. In addition, students are also able to integrate knowledge with the ideas they have when making presentations.

In this case, the learning process of the Student Corner is in accordance with the suggestions of Tytler (1996: 20) in Amri and Ahmadi (2010: 149) in an effort to implement constructivism learning theory, including:

- 1) Provide opportunities for students to express their ideas in their own language,
- 2) Provide opportunities for students to think about their experiences so that they become more creative and imaginative,
- 3) Give students the opportunity to try new ideas,
- 4) Provide experiences related to the ideas that students already have,
- 5) Encourage students to think about changing their ideas,
- 6) Creating a conducive learning environment.

From the explanation above, it can be concluded that the Student Corner learning contains elements of constructivism theory because in the learning process, students are given the opportunity to build their knowledge and are able to communicate their knowledge in their own language.

b. Cognitivism

Cognitive learning theory is more concerned with the learning process than learning outcomes. This theory emphasizes that a person's behavior is determined by his perception and understanding of situations related to his learning goals (Budingsih, 2005: 34).

As the facts found in the field that the Student Corner learning process focuses more on the process than the results. In this learning process, the benchmark for the success of a learning process is the change in students' cognitive perceptions obtained from the process of reading, understanding and summarizing the teaching material in the form of Mind Mapping.

Students' mental cognition is awakened when students try to communicate their knowledge in verbal language. Through the presentation, students are automatically trained to analyze and give meaning from the knowledge they get.

As revealed by that (Yamin, 2008: 142) cognitive learning is learning through a process approach, by using "reasoning", "Insight", or thinking. Cognitive learning students are invited to think inductively and deductively. Educational and psychologists emphasize that this kind of learning is more about looking for logical, rational, or nonarbitrary relationships. Conceptually, cognitive learning is also a stimulus and response relationship.

From the explanation above, it can be concluded that the Student Corner learning adheres to the cognitive theory paradigm in the learning process. This paradigm of cognitivism theory can motivate students to learn not just talk about results. But more important than just the result is the learning process itself.

c. Mind Map

One of the theories that contributed greatly to this Student Corner learning activity is the existence of Mind Mapping which is the main media for students to participate in this Student Corner learning activity.

In theory, Mind Mapping made by students allows students to read and understand the contents of the reading that they have summarized. Besides, students will be more visually stimulated, making it easier for them to remember important facts that they get from the books they read.

As stated by (Buzan, 2008: 9) that Mind Map uses the brain's ability to visually recognize to get the maximum results. With its combination of colors, images, and curved branches, Mind Maps are more visually stimulating than traditional note-taking methods, which tend to be linear and one-color.

Among the benefits of Mind Mapping in the Student Corner learning process are;

- 1) Stimulate students' creativity in learning
- 2) As evidence that students have read and learned the subject matter
- 3) Train students' analytical power in understanding the lesson
- 4) Train students to think more systematically
- 5) Students can study independently

- 6) Material that is read and understood can be absorbed better into brain memory than using conventional notes. This is because the brain remembers visual objects faster than verbal ones.
- 7) Documentation of student notes becomes more interesting and not boring because the notes they make contain various symbols and colors
- 8) Student learning activities become more controlled and more focused.

In addition to the benefits, some of the disadvantages of Mind Mapping include; 1) the duration of the note-taking process is longer than conventional notes 2) some students sometimes feel burdened with making Mind Maps 3) the cost of equipment for taking notes is greater.

From the explanation, it can be concluded that the existence of Mind Mapping for students makes an important contribution to their learning process in the Student Corner learning activities. With Mind Mapping students can learn independently, can think creatively and be able to absorb more quickly the various information they learn through visualizing the summary of the material in the form of Mind Mapping.

Thus the theoretical construction that became the pillar of the creation of this Student Corner activity. The three theories include; a) Constructivism, b) Cognitivism, c) Mind Mapping.

Constructivism theory teaches students how to build knowledge independently. Then the theory of Cognitivism teaches the importance of a learning process rather than results. While the Mind Mapping theory teaches students to think creatively and makes it easier for students to absorb information in a creative note.

5. CONCLUSION

Based on the explanation above, the following conclusions can be drawn:

1. In simple terms, it can be concluded that the learning model applied to the Student Corner is an implementation of Active Learning. However, Active Learning has not been able to represent the so-called Student Corner. Because basically Student Corner is just the name of a learning program that has been modified by MTs-MA al-Qur'an La Raiba Hanifida. While Active Learning is a name for learning theory.
2. Broadly speaking, the strengths of the Student Corner learning activities include; 1) students' creativity which is continuously stimulated every day through the making of Mind Mapping. 2) students are trained in delivering the subject matter. 3) students' self-confidence increased dramatically after being trained regularly in each presentation.
3. Broadly speaking, Student Corner learning activities are constructed from three theories; Constructivist, Cognitivist and Mind Mapping. Constructivist theory teaches students how to build knowledge independently. Then Cognitivist theory teaches the importance of a learning process rather than results. While the Mind Mapping theory teaches students to think creatively and makes it easier for students to absorb information in a creative note.

6. IMPLICATIONS AND FUTURE RESEARCH

Based on the results of the research and the conclusions mentioned above, the theoretical and practical contributions of this research are:

1. Theoretically this research can contribute to Islamic education related to constructivism theory, cognitivism and Mind Mapping in building a learning innovation.
2. The practical benefits of this research are expected to contribute to:
 - a. Educational Institutions (MTs-MA Al-Qur'an La Raiba Hanifida Jombang). As an effort to improve an educational innovation implemented through the Student Corner.



- b. The teachers. To provide information about the theoretical basis applied in the Student Corner at MTs-MA al-Qur'an La Raiba Hanifida Bandung Diwek Jombang.
- c. Students. To provide information about the theoretical basis applied in the Student Corner at MTs-MA al-Qur'an La Raiba Hanifida Bandung Diwek Jombang.

The suggestions for institutions and further research are:

1. For Institutions. This Student Corner learning activity should be maintained and evaluations and innovations should be carried out that make students more creative and independent in learning.
2. For the next researcher. This research is still limited to the description and analysis of the learning activities of the Student Corner. Research has not covered the area of learning effectiveness of the Student Corner in improving learning achievement. This Student Corner activity has not yet reached a comparison with similar programs in other schools or educational institutions. So for the next researcher, these two aspects would be better to be researched and studied further.

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