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APPLICATION OF THE HANIFIDA METHOD IN IMPROVING STUDENTS' UNDERSTANDING AND MEMORY ON THE MATERIAL OF THE PROGRESS AND DECLINE OF THE USTMANI DAULAH IN GRADE XI OF STATE MADRASAH ALIYAH 1 PROBOLINGGO

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Abstract: This article examines the application of the Hanifida method to improve the understanding and memory of eleventh-grade students at State Islamic Senior High School 1 Probolinggo on the topic of the progress and decline of the Ottoman Empire. The Hanifida method, which combines interactive and visual approaches, is believed to facilitate students in capturing and remembering historical material more optimally. This study uses a qualitative approach with observation and interviews as data collection techniques. The analysis focuses on students' experiences and responses during the learning process using the Hanifida method compared to conventional methods. The teaching and learning process shows that the application of the Hanifida method contributes positively to increasing students' absorption and ability to remember the material taught. The conclusion of this study confirms that the Hanifida method is worthy of being used as an alternative learning strategy to deepen understanding and improve students' memory in history lessons at the Madrasah Aliyah level.
Keywords: Hanifida method, Student understanding, Memory, Daulah usmani, Class XI MA Negeri 1 Probolinggo

Introduction

This study discusses the application of the Hanifida method as an effort to improve students' understanding and memorization of the progress and decline of the Ottoman Empire in grade XI students at State Islamic Senior High School 1 Probolinggo. In learning history, memorizing facts is not enough; a deep understanding is needed so that students can draw wisdom and values from the events they study. Unfortunately, the history learning process often encounters obstacles, such as lack of student interest and poor retention of the material. Therefore, innovative and effective learning strategies are needed to address these issues.

The Hanifida method was chosen for this study because it emphasizes an adaptive approach that places students at the center of learning activities. This method structures the material and supports it with a variety of engaging learning media, making it easier for students to understand and enjoy the learning process. It is hoped that this method will help students think critically and improve their retention of important information about the Ottoman Empire.

In addition to the technical aspects of learning, this study also considers how the Hanifida method can address students' needs in understanding complex historical aspects, particularly regarding the dynamics of social, political, and economic change during the Ottoman Empire. Eleventh-grade students at Madrasah Aliyah Negeri 1 Probolinggo are expected not only to memorize facts but also to explain the causal relationships between the kingdom's progress and

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decline. A qualitative approach was chosen to explore students' experiences and responses in depth throughout the learning process.

In the context of history learning, mastery of understanding and memory are crucial for shaping students' character and historical knowledge skills. This study aims to assess the effectiveness of the Hanifida method in helping students achieve these competencies. Through observation, interviews, and documentation of the learning process, the qualitative data collected is expected to provide a comprehensive picture of students' improved understanding and memory of the Ottoman Empire.

Method

This research uses a qualitative approach on the grounds that this approach is able to provide an in-depth and comprehensive picture of the dynamics of the learning process. Furthermore, this approach allows researchers to understand in detail how students and teachers perceive and experience the Hanifida method when applied to history learning. This allows the research to explore the subjective experiences and interactions that occur within this learning context in a comprehensive and data-rich manner. Data collection techniques, observation learning was observed directly in the classroom during the teaching and learning process. This study focused on the teacher's implementation of the Hanifida Method, how students responded during the learning activities, the interactions between students and the teacher, and the changes observed in students' attitudes and levels of focus during the session. Interview, semi-structured interviews were conducted with history teachers and several students. These interviews aimed to explore the teachers' experiences implementing the learning method, identify any obstacles encountered during the learning process, and understand students' perspectives and motivations in their efforts to master and remember the material.

Documentary data collection includes various types of sources such as the teaching materials used, the learning media applied, students' work or results, as well as notes that record the learning process. This diverse data serves a dual purpose: it complements the information obtained and serves as a tool to validate the validity of the observations and interviews conducted. Therefore, this documentation is a crucial element in ensuring the accuracy and precision of the analysis of the learning process and outcomes.

This research began with a coordination and preparation phase involving the school and the teachers involved. Next, direct observations were made of the learning process in grade 11, which implemented the Hanifida Method. To obtain more in-depth information, the researchers conducted semi-structured interviews with teachers and related parties. Furthermore, all documents related to the subject matter and learning process were systematically collected for thorough analysis to support the research's validity. Data collected through observation, interviews, and documentation was then processed using a qualitative approach. The analysis process began with the selection and grouping of important information (data reduction), then structured to ensure a systematic presentation. The final stage includes drawing conclusions that describe in depth how the application of the Hanifida method has an impact on improving students' understanding and memory abilities.

Results and Discussion

Method Cycle

This study employed a qualitative approach to provide an in-depth and comprehensive overview of the dynamics of the learning process. Furthermore, this approach enabled researchers to understand in detail how students and teachers perceive and experience the Hanifida method when applied to history instruction. Thus, the research explored subjective experiences and interactions within the learning context in a comprehensive and data-rich manner. The data collection techniques included observation, interviews, and documentation. In the observation stage, researchers directly observed how the Hanifida method was applied during lessons on the progress and examples of the Ottoman Empire. They recorded students' reactions, understanding, and recall during and after the method was implemented, assessed its effectiveness in improving comprehension and memory in real time, and collected data as part of the evaluation of the learning process so that teachers could make improvements based on the findings.

Interviews were conducted to obtain further insights into how teachers applied the Hanifida method in teaching about the progress and summary of the Ottoman Empire, students' responses and perceptions of the method, and the changes experienced by students in terms of understanding and memory after its implementation. The interviews also explored obstacles or difficulties encountered during the learning process using the Hanifida method, as well as suggestions and evaluations from teachers and students regarding the method. Documentation was also used to record every activity of the teaching and learning process, including student work and other learning materials. This served as an important data source that added validity, evidence, and reliability to the research and could be analyzed to assess the effectiveness of the Hanifida method on the topic of the progress and decline of the Ottoman Empire in class.

The implementation procedure of the Hanifida method consisted of four stages: planning, implementation, evaluation, and follow-up. In the planning stage, teachers prepared comprehensive learning materials on the progress and decline of the Ottoman Empire, created memorable stories, sentences, or associations linking historical facts to contexts that interest students, and prepared supporting media such as songs, movements, or visualizations to strengthen memorization connections. During implementation, teachers delivered the material using the Hanifida method by connecting historical information with memorable sentences through stories, songs, or appropriate movements. Students were encouraged to actively repeat the information in a fun way to strengthen their memory. The learning process was conducted gradually and repeatedly, in accordance with the students' ability to recall each section of the material, and students created an imagination map of the lesson.

In the evaluation stage, teachers assessed students' understanding and memory through memorization tests, Q&A sessions, or direct observation as students re-explained the material. Evaluations were conducted periodically to determine improvements in students' memory and understanding based on the method's application. Finally, in the follow-up stage, teachers provided reinforcement for material that students still lacked understanding of, based on the evaluation results. The Hanifida method was applied over several sessions to optimize students' comprehension and retention.

Data analysis included four main components. Data collection involved gathering student learning outcomes before and after implementing the Hanifida method, such as comprehension test scores, memory skills, and observations of student activities and responses during learning. The next step was data processing, which included calculating average scores, the percentage increase in student understanding and memory, and comparing results before and after implementation. Data interpretation followed, aiming to determine whether the Hanifida method was effective in improving student understanding and memory such as by examining increases in average scores or improvements in learning achievement. The final stage, conclusions and recommendations, summarized the analysis of the Hanifida method's success rate and provided suggestions for developing or enhancing the method in future learning applications..

Results of Applying the Hanifida Method

The Hanifida Method is an innovation created by a husband and wife team, Hanifudin Mahadun and Khoirul Idawati Mahmud, from Jombang, East Java. In 2007, the two successfully formulated an effective and efficient memorization technique with an approach that combines the functions of the right and left brain in a balanced manner. This method uses a specially designed association system to facilitate the process of remembering while strengthening memory so that memorization becomes long-lasting and difficult to forget. The name "Hanifida" itself was given in honor of the idea of KH. Musthofa Bisri, also known as Gus Mus, a prominent cleric from Rembang. Through this method, the memorization process is not only faster, but also more enjoyable and supports learning that is oriented towards optimal brain capacity. The following are previous researchers who used the Hanifida Method:

Himmatul Ulya conducted research on the application of the Hanifida method in memorizing the Qur'an at the La Raiba Hanifida Islamic Boarding School in Jombang. This research showed that the Hanifida method can significantly improve students' memorization through a repetition approach with distinctive songs, movements, and visualization of meaning. Research at Madrasah Diniyah An-Najah Kesugihan Cilacap by Nisa Arum Rachmawati explains the application of the Hanifida method in learning to memorize the Asmaul Husana. This study used qualitative methods with observation and interviews. The results showed that students were able to memorize quickly and the learning atmosphere became interesting thanks to the combination of memorization with movements and meaningful stories.

From previous research, I was inspired to use this method in the history learning process, specifically on the progress and decline of the Ottoman Empire in the 11th grade of Madrasah Aliyah Negeri 1 Probolinggo. The implementation of this method provided tangible results in improving students' understanding and memory skills. This method, which emphasizes active student participation using a creative and recreational approach, has been proven to be able to change students' learning styles from passive to more dynamic and critical in dealing with historical material.

First, observations and assessments conducted during the lesson showed that students became more enthusiastic and focused when the Hanifida method was used. This was reflected in the high level of student participation in discussions, questions asked, and responses given regarding the topic of the Ottoman Empire. This high level of engagement indicates that the method was effective in capturing the attention of students who might previously have found

history less engaging. Furthermore, the results of the material comprehension test showed a significant increase in students' average scores after using the Hanifida method. The average score before the method was around 75, while after the Hanifida method, the average score increased to 90. This improvement demonstrates the method's success in helping students understand the subject matter more deeply.

In terms of memory, memory tests conducted several days after the lesson showed that students who used the Hanifida method were better able to recall time, events, and historical concepts related to the Ottoman Empire than those who used conventional learning methods. In addition to mastering the names of key figures and events, students were also able to explain the process of progress and decline sequentially and analytically. In implementing the Hanifida method, various teaching techniques such as storytelling, mind maps, educational games, and group discussions play a role in accommodating various student learning styles, including visual, auditory, and kinesthetic. This is proven by the results which show that students find it easier to understand historical material when using this method.

Students' critical thinking skills also improved. In group discussions, they not only reiterated key historical points but were also able to analyze the factors that caused the Ottoman Empire's progress and decline and relate these to current conditions. This shows that the Hanifida method supports the development of students' historical thinking in addition to the memorization aspect. However, some challenges arose during the implementation of this method. Some students initially struggled to adapt to the more active learning method due to their previously passive learning habits. However, with guidance and motivation from the teacher, students began to adapt and showed positive progress. This demonstrates that the success of the Hanifida method requires patience and consistency in implementation.

In terms of time, the Hanifida method does require more preparation and time than traditional approaches, as teachers must design creative and varied learning activities. However, results show that this additional time is directly proportional to improvements in the quality of learning and student learning outcomes. Learning environment factors also influence the effectiveness of the Hanifida method. Comfortable classroom conditions, positive student interactions, and teacher enthusiasm are key to successful learning. When these factors are met, the teaching and learning process runs more smoothly and effectively.

Apart from academic aspects, the Hanifida method also has a positive impact on students' attitudes and learning motivation. They become more confident in expressing their opinions and more motivated to actively learn history. This change in attitude is crucial as a foundation for building long-term interest in learning. Analysis of student interview data indicates that they found the material on the Ottoman Empire clearer and easier to understand due to the connection between theory and practical activities undertaken during the lessons. This direct involvement enabled students to better recall historical details. From the teacher's perspective, the implementation of the Hanifida method provides new experiences in classroom management and teaching strategies. Teachers feel more capable of facilitating students' critical and creative thinking. Furthermore, they receive constructive feedback from students, which is useful for reflection and improving the quality of future teaching. For the Hanifida method to be optimally implemented, special training for teachers is essential. With adequate training, teachers will be more confident and able to manage various innovative and enjoyable learning activities.

Overall, the use of the Hanifida method in teaching the progress and decline of the Ottoman Empire in grade XI at MAN 1 Probolinggo significantly improved students' understanding and retention. This method activates students' potential, making the learning process more engaging and meaningful. Going forward, the Hanifida method has the potential to become an effective alternative learning model not only in history but also in other subjects that require in-depth understanding and memorization. Continuous development and refinement of the method will significantly contribute to improving the quality of education in schools.

The practical implications of this research underscore the importance of routinely integrating the Hanifida method into the curriculum to ensure students' optimal absorption of the material. School support in the form of facilities and teacher training is also crucial to ensuring the method's success. Thus, these results and discussion confirm that the Hanifida method has significant potential to improve the quality of history learning, particularly on the progress and decline of the Ottoman Empire in class XI of MAN 1 Probolinggo. Through a creative, active, and enjoyable approach, students are able to achieve deeper understanding and stronger retention, thus making learning more effective and meaningful.

Conclusion

The results of a qualitative analysis of the use of the Hanifida method in teaching the progress and decline of the Ottoman Empire in class XI of Madrasah Aliyah Negeri 1 Probolinggo revealed that the method made a significant positive contribution to student understanding. The application of this method was able to facilitate students in grasping the core of the material more deeply, while also helping them in retaining the information learned. With a structured delivery method and involving active interaction between teachers and students, the learning process became more dynamic. As a result, students showed a clear improvement in both conceptual understanding and in their retention of the history lesson content. This indicates that the Hanifida approach is able to create a conducive and effective learning environment to improve student learning outcomes.

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