



APPLICATION OF MNEMONIC LEARNING METHODS IN IMPROVING STUDENTS' MUFRADAT REMEMBER AT MTS NEGERI 1 PROBOLINGGO

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Abstract:

The research aims are as follows: (1) to find out the implementation of the Mnemonic Learning method in improving students' short-handed memory (2) to find out what are the supporting facts of the Mnemonic Learning method in improving students' shorthanded memory, (3) to find out what the quality of the Mnemonic Learning method is in improve students' mufradat memory.

Keywords: *Mnemonic Learning Method, Memory, Mufradat*

INTRODUCTION

The term education comes from the word "education", giving it the prefix "pe" and the ending "an" which can be interpreted as "making" (how, things, and so on). The term education first came from the Greek, namely "pedagogies", which means guidance and direction given to children (Ramayus & Nizar, 2009). Mortimer J. Adler defines education as a process by which all human abilities (talents and abilities acquired), which can be influenced by habituation, are refined with good habits through means that are artistically created and used by anyone to help others or himself. Achieve the goals set, namely good habits (Arifin, 2012).

The learning method that optimizes memory is the mnemonic method. The mnemonic method is one way to remember easily and master kanji (Mutmainah, 2018).

The presence of a teacher or educator is closely related to the learning process. This is because the teacher is the primary ingredient students or students use as a role model in gaining knowledge. As we know, in this era of globalization, technological developments are increasingly sophisticated. However, even so, the role of a teacher or educator cannot be replaced by the sophistication of this technology. This is because the technologies created do not have human elements such as attitudes, feelings, value systems, motivation, exemplary, and so on, which can only be achieved through an educator or teacher (Widat et al., 2021).

Such illustrates how vital the role of an educator or teacher is and how hard the task of an educator or teacher is, primarily the moral responsibility to be imitated and set as an example by students. As a teacher, you should have a professional nature. Because the professionalism of a teacher or educator is also an essential part; with this professionalism, a teacher or educator will have a reference or foundation for educating, teaching, guiding, directing, assessing, motivating and all things related to the learning process. , so that a professional teacher will always try to improve and update the models or ways of working by the demands of the times, which is based on a high awareness that the task of educating is a task in preparing the next generation in the future by improving the value of the achievement of the next generation.

Before discussing the meaning of mnemonic in more detail, we must first know about memory. Memory is a mental process which includes recalling, storing and, encoding, returning information and knowledge, which are all centred in the brain (Muhibbin, 2013) Wingkel says that memory is a cognitive activity in which humans realize that their knowledge comes from the past. Likewise, what was revealed by

Abumadi is that memory is a power that can receive, store and reproduce impressions, responses and understanding. Thus memory is not only the ability to Receive, store, and issue back. This ability to remember is not only needed in the learning process to adapt to the environment but also in thinking, cognitive abilities and other abilities. In other words, cognitive skills (Aqib, 2013) require a child to have the right skills; the wrong one is a good memory. However, not all memories that a child has are good; this is because our memories or memories are influenced by several factors: physical condition, person, surrounding environment, spiritual state (soul), nature, and human age.

Based on experience, students pay less attention to the teacher in lecture-style learning, and learning could be more attractive. Learning seems dull; students need to pay more attention to lessons, tell stories with their peers, get sleepy, and some students even draw or do assignments in other subjects. Subject matter that must be learned and memorized certainly affects learning activities in class, causing students to be less able to accept subject matter and teachers not to be enthusiastic about learning. These problems will have an impact on student achievement results. Such learning conditions could be more conducive.

Moreover, finally, the teacher took the initiative to use the Mnemonic learning method so that students were more effective and not passive, and the learning was achieved. Initially, only one method, namely the lecture and assignment method, was used, with an assessment system still limited to written tests (Hamzah, 2009). The low memory of students is influenced by several factors, one of which is the amount of material that must be studied. At the same time, the time provided is very little, so the teacher must take advantage of the short time so that all learning material can be conveyed as well as possible. So an exciting learning method or media is needed, the most important thing is that it can be adjusted to the character of the students. In that case, students also feel bored and sleepy when learning takes place, which will negatively impact learning activities in class. However, along with technological developments and student needs, the teacher took the initiative to find a suitable method for Arabic subjects using the mnemonic learning method. In applying this method, students are more enthusiastic and interested in learning and can remember Murata quickly and for a very long period.

There is a tendency today to return to the notion that children will learn better if the environment is created naturally. Learning will be more meaningful if children experience what they learn, not know it. Learning oriented towards mastery of the material has proven successful in short-term memory competitions but failed to equip children to solve problems in long-term life (Harianti, 2008).

In this study, the teacher intends to apply the method Mnemonic learning is the technique of facilitating memory, so this method can make it easier for students to remember subject matter in the long term using song-rhythmic learning. Memory in students is an essential component in learning because memory is a place for storing information and knowledge in the brain. (Purnasari, 2018).

The mnemonic learning method is a process of learning to remember or a trick to help students so that the information or material being taught is easy to remember, or the material can be maximally absorbed and easily remembered by the students in the material being taught (Shah, 2013).

A Mnemonic (pronounced "ne-mo-nik") is a memory stick. The word "Mnemonic" comes from the Greek, namely "Mnemosyne" (remembrance 'memory'), which means Goddess of Memory. Name for a goddess of memory in Greek mythology. So what Mnemonic means is memorizing something with help. This assistance can be "linking" (remembering something based on a relationship with another thing), suppositions with objects, or abbreviations. Besides that, a Mnemonic is a technique for remembering information that is very difficult to recall. There are three basic principles when using the mnemonic method: association, location, and imagination. A Mnemonic is a technique to make it easier to remember something. More specifically, it means a formula or expression to help remember something, according to the Big Indonesian Dictionary.

The application of the Mnemonic method is expected to attract students' attention. For this reason, in its application, the researcher tries to make direct observations in the field

because mnemonics are a valuable way to learn facts (Purnamasari, 2018). Based on the description above, through the application of the Mnemonic method, it is hoped that it will make it easier for teachers to convey learning material to students. Thus, students will be more active in learning and make it easier to remember so that student learning outcomes can increase by the objectives of this study using the Mnemonic method that student learning activities increase and affect learning outcomes which will also be even better in the future.

RESEARCH METHODS

This study uses qualitative research, emphasizing processes and meanings that are measured precisely using descriptive data on a phenomenon that occurs at the research location. The type of research approach is a case study. This aims as follows: (1) to find out the implementation of the Mnemonic Learning method in improving students' shorthanded memory, (2) to find out what are the supporting facts of the Mnemonic Learning method in improving students' shorthanded memory, (3) to find out what the quality of the Mnemonic Learning method is in improve students' mufradat memory.

The subjects in this study were the principal, teachers, and students. Primary data was obtained through interviews with several key informants, while secondary data was obtained from books, journals and scientific articles related to the research theme.

After the data was collected, the researcher checked the validity of the data by checking colleagues and using the triangulation method. The triangulation used in this study was source triangulation, researcher triangulation, and method triangulation. This test aims to ensure that the data obtained in the field is genuinely verified and not engineered by researchers and is expected to be able to explain the phenomenon being studied.

After the data is obtained, then proceed with the analysis of the data. Data analysis is an essential part of the scientific method. Data analysis techniques in this study used data analysis techniques for Miles, Huberman, and balances as mentioned:

1. Data Condensation

Data condensation is selecting, focusing, simplifying, abstracting, and transforming data that approaches the entire section of written field notes, interview transcripts, documents and empirical materials.

2. Data Display (Data Display)

Presentation of data is an organization, unification, and inferred information. The presentation of data here also helps in understanding the context of the research because it performs a more in-depth analysis.

3. Data Verification

Data Verification is a process to ensure the data entered is the same as the data from the source.

Then, finally, after the data has been reduced and presented, verification is carried out, and a conclusion is drawn which can answer the phenomenon being studied, which in this case is the application of the Mnemonic Learning Method in improving Students' Mufradat Memory at MTS Negeri 1 Pobolinggo. The initial conclusions are still temporary and will change if solid evidence is not found to support the next data collection stage.

RESULTS AND DISCUSSION

Understanding the Mnemonic Learning method

According to Bruno, mnemonic learning involves coding, storing, and recalling information and knowledge (Shah, 2013). Meanwhile, according to Jhon W Santrock, mnemonics are memory aids for remembering information (Mutmainnah, 2018). Mnemonic (pronounced "ne-mo-nik") is a memory aid. The word "Mnemonic" comes from the Greek, namely "Mnemosyne" (remembrance 'memory'), which means Goddess of Memory. Name for a goddess of memory in Greek mythology. So what Mnemonic means is memorizing something with help. The learning method that optimizes memory

is the mnemonic method (Mutmainnah, 2018). This assistance can be in abbreviations, presuppositions with objects, or "linking" (remembering something based on a relationship with something else).

Besides, a Mnemonic is a technique for remembering information that is very difficult to remember again. There are three basic principles when using mnemonics: imagination, association, and location. Combining all three, you can use these principles to build a powerful memory mnemonic system. Mnemonics aim to translate information into a form that the brain (memory) can retain better than its original form. Even this learning process may already help transfer information to long-term memory. Mnemonics are frequently encountered and used for lists in auditory forms, such as short poems, acronyms, or catchy phrases. However, they can also be used for other types of information and in visual or kinesthetic forms. Its use is based on the observation that the human mind more easily remembers spatial, personal, surprising, physical, sexual, humorous, or relatable information rather than more abstract or impersonal forms of information (Muhibbin, 2005). Memory is an essential component in learning because memory is a place for storing information and knowledge in the brain (Purnamasari, 2018).

Based on this definition, a mnemonic is a technique that makes remembering something easier. More specifically, it can also be called a memory aid. Mnemonic means making formulas or expressions or connecting words, ideas, and fantasies. In other words, mnemonic means a technique for using memory in specific ways.

The mnemonic system is a memorization system that can be used to make the memorization process easier. This system can also be modified to suit a variety of material that needs to be memorized. Of the various mnemonic systems that can be practised, you can start with the following nine types of easy mnemonic exercises.

- a. Music, Try to remember how many song lyrics you can memorize. Music can also be applied to make learning and memorization easier. That is why young children will be taught a lot by using songs. We can also sing rote material to the song's rhythm according to our preferences. For example, if you have difficulty memorizing your presentation material, you can sing along to the latest Lady Gaga song while dancing to yourself. Guaranteed to be memorized immediately.
- b. Naming, with this one mnemonic system, you can compose one letter from each word in the memorization material into the name of an object or person to make it easier to remember. For example, entrepreneurship motivation comprises fruit (Build a Business with Hope and Heart). It is easier to remember than random, unrelated words.
- c. Phrases or words. This method is the most popular in mnemonics. Make phrases or words that use the first letter of each preposition in the memorization material to make phrases or words easy to remember. For example, MejiKuhibiniu, this word can memorize the secondary colours red, orange, yellow, green, blue, indigo and purple.
- d. Poems and rhymes, Turn information or memorization material into poetry or poetry. For example, to remember the number of days a month in a year, you can make rhymes like "September, November, April and June. The total is 30 days. Other months have 31 days except for February. However, every leap year looks forward to it. The total is 29 days."
- e. Pictures or symbols using pictures or symbols will make it easier to connect with certain information and make it easier for us to memorize it. You can draw it on notes and material books that you must memorize, or it can be called a hook tool (Syah, 2013) or imagine it. For example, to remember the pillars of Islam, you can associate them with symbols that remind you of each pillar.
- f. Truncating, this technique is generally used to remember numbers. Because our memory is limited, it is difficult for most people to memorize something like long strings of numbers. However, if the numbers are cut into several parts, it will be easier to remember. For example, for the telephone number 08533011XXXX, you can divide it into 085-330-11-XX-XX.

- g. Spelling, this method is widely used to teach small children to spell a word. For example, "be u bu, de I di, BUDI". For those of you who are adults, this method makes it easier for you to learn new words in a foreign language. Especially with sentences from foreign languages themselves. For example, Arithmetic: A Rat In The House May Eat The Ice Cream.

Of the seven mnemonic systems above, you can apply them to appropriate lessons to make it easier for us to remember and memorize quickly. Memory is a mental process that involves storing and recalling information we remember in long-term life (Aqib, 2013). Moreover, we will further improve the quality of learning to achieve satisfactory results. From the description above, it can be concluded that the mnemonic learning method is a process of learning to remember or a trick to help students so that the information or material being taught is easy to remember or the material can be absorbed optimally and efficiently remembered by the students of the material being taught (Nur, 2004).

The steps for implementing the Mnemonic learning method:

- a. Preparing material using underlining, listing, and reflecting techniques.
- b. Developing relationships from this stage, students make their material familiar and connect relationships using link word techniques. In addition to using conjunctions, you can also use techniques such as using keywords and pronouns.
- c. Expanding sensory images, Instruct students to associate the image with more than one sense or meaning and create ridiculous and exaggerated dramatizations.
- d. Recalling, students are asked to repeat or recall the material that has been presented so that all the material that has been studied can be completed and mastered.

CONCLUSION

The effectiveness of the mnemonic method in improving students' memory in historical subjects. In 2008. The research results on the effectiveness of the mnemonic method in improving students' memory. Namely, students can remember more over a long time and improve their strong memory. Learning Theories, some relevant and applicable learning theories in the learning activities that will be developed include: First, according to behaviourist learning theory, humans are greatly influenced by environmental events that will provide learning experiences. This theory emphasizes what is seen, namely behaviour. Second, according to cognitive learning theory, learning is the organization of cognitive and perceptual aspects to gain understanding. This theory emphasizes that the parts of a situation are interconnected in the context of the situation. Third, according to humanism learning theory, the learning process must be started and demonstrated for humanizing humans, namely achieving self-actualization of students who learn optimally. Fourth, according to cybernetic learning theory, learning processes information (learning messages). The information system determines the learning process. Fifth, according to constructivist learning theory, learning compiles knowledge from concrete experiences, collaborative activities, reflection and interpretation.

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