

Intervention Of Student Listening Skills Through The Application Of The Suggestopedia Method In The Teaching Of Islamic Religious Education

Achmad Anshori Fauzi¹, Zulkipli Lessy², M.Sulhan³

^{1,2,3} Interdisciplinary Islamic Studies, Pascasarjana, UIN Sunan Kaljiaga

Email : 21200011032@student.uin-suka.ac.id¹, zulkipli.lessy@gmail.com²,

21200011026@student.uin-suka.ac.id³

Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa besar peningkatan dan pengaruh penerapan metode suggestopedia terhadap kemampuan menyimak mata pelajaran Pendidikan Agama Islam siswa kelas XI NKPI, TKJ, dan APAT SMK Negeri 1 Konawe Selatan yang terletak di Desa Amondo Selatan. Kecamatan Palangga, Kabupaten Konawe Selatan. Provinsi Sulawesi Tenggara. Dasar pemikiran dari penelitian ini adalah metode suggestopedia sangat berpengaruh terhadap gelombang otak Alpha dan Beta untuk menghilangkan rasa takut dan kesulitan yang dialami siswa dalam proses pembelajaran, metode ini juga dapat meningkatkan kemampuan menyimak materi yang disampaikan dan memberikan daya ingat yang baik . khususnya pada mata pelajaran pendidikan agama Islam yang disampaikan oleh guru pendidikan agama Islam. Penelitian ini menggunakan metode kualitatif. Pengumpulan data melalui proses wawancara dilakukan dengan Amir Syukur sebagai kepala sekolah sebagai narasumber utama, Ibu Siti Jibaigun sebagai wali kelas XI NKPI, Ibu Siska Fitriana BK sebagai wali kelas kelas XI TKJ dan juga Ibu Hasriani sebagai wali kelas kelas XI AP. Selain itu juga dilakukan observasi dan observasi terhadap kebiasaan-kebiasaan dalam mata pelajaran pendidikan agama Islam yang dilakukan oleh siswa. Teknik analisis data dilakukan melalui tiga tahap yaitu reduksi data (data reduction), penyajian data (display data) dan kemudian penarikan kesimpulan (conclusion drawing/verification).

Kata Kunci : *Metode Suggestopedia, Keterampilan Mendengarkan*

Abstract

This study aims to determine how much improvement and influence the application of the suggestopedia method has on students' ability to listen to Islamic religious education subjects in class XI NKPI, TKJ, and APAT SMK Negeri 1 Konawe Selatan which is located in Amondo Village, South Palangga District, South Konawe Regency. Southeast Sulawesi Province. The rationale of this research is that the suggestopedia method is very influential on Alpha and Beta brain waves to eradicate the fear and difficulty experienced by students in the learning process, this method can also improve the ability to listen to the material presented and provide good memory. especially in the subject matter of Islamic religious education delivered by Islamic religious education teachers. This study uses a qualitative method. Data collection through the interview process was carried out with Amir Syukur as the principal as the main resource person, Mrs. Siti Jibaigun as homeroom teacher for class XI NKPI, Mrs. Siska Fitriana BK as homeroom teacher for class XI TKJ and also Mrs. Hasriani as homeroom teacher for class XI AP. In addition, observations and observations were also made on the habits in the Islamic religious education subjects carried out by students. The data analysis technique was carried out through three stages, namely data reduction (data reduction), data presentation (data display) and then drawing conclusions (conclusion drawing/verification).

Keywords : Suggestopedia Method, Listening Skills

INTRODUCTION

The quality of a nation is determined by its education. Because the quality of education in this country is able to elevate the nation's civilization and civilization. A country will be able to manage all aspects of its life in a better and dignified manner, on the basis of quality education, so that the dignity of a nation is respected, made better, and not belittled by other countries, because only with this capital can the state win the

competition in the world. global era. The progress and quality of education is urgently needed to equip the nation to be able to survive facing all kinds of challenges in daily life in the future, and one of the main tasks of education is to form human beings with character. This is what makes the important role of education and has a strategic meaning to ensure the continuity of the development of the nation's life (Safitri, Yuniarti, & Rostika, 2022)

As we know, the noble character, politeness, and religiosity that are upheld and become the culture of the Indonesian nation so far seem to feel foreign and rarely found in society. This condition will become even worse if the government does not immediately pursue improvement programs, both long and short term. Character education is the right answer to the problems mentioned above and schools as education providers are expected to be places capable of realizing the mission of character education. One alternative that can be done in carrying out character education in schools is to optimize the learning of Islamic religious education (PAI) materials. The role of religious education, especially Islamic religious education, is very strategic in realizing the formation of student character. Religious education is a means of transforming knowledge in the religious aspect (cognitive aspect), as a means of transforming norms and moral values to shape attitudes (affective aspect), which plays a role in controlling behavior (psychomotor aspect) so as to create a complete human personality (Syahru Ramadhan, 2020)

Islamic Religious Education is expected to be able to produce human beings who are always trying to perfect their faith, piety, and noble character, noble character includes ethics, character, or morals as an embodiment of education. Humans like that are expected to be resilient in facing challenges, obstacles, and changes that arise in social relations both locally, nationally, regionally and globally. It's just that if we look back at the phenomena that are often found in schools, we can see that in general the teaching of Islamic religious education is often delivered using the lecture method. So it cannot be denied that students' listening skills really need attention because given the notion of the lecture method as stated by Nizar and Hasibuan, the lecture method is a method that provides explanations of a material. Usually done in front of several students. This method uses spoken language. Students usually sit while listening to the explanation of the material presented by the teacher (Adrianus Marselus Nggoro, 2015)

Listening skill is the initial stage of other skills that are perceived in humans and are important to be applied in teaching and learning language. Listening has a very important role in the life of every human being because listening is a medium of interaction between humans from the early phase to the elderly, through listening humans can acquire some vocabulary, they learn to form it into sentences that are composed then can generate ideas, ideas and understanding, through listening also humans will acquire other skills such as reading skills, speaking skills and writing skills (Muhammad, 2019)

SMK Negeri 1 Konawe Selatan is one of the schools located in the Amondo sub-district, Palangga Selatan District, Konawe Selatan Regency, Southeast Sulawesi Province which is a vocational high school based on the field of maritime affairs and fisheries, but within it, the school also studies Islamic Religious Education as a adaptive subjects. In this school Islamic religious education subjects are studied with all the skills. However, it is very unfortunate that the teachers of this school have not found an interesting way of teaching or teaching methods. Islamic religious education teachers generally only use the lecture method. This can be seen from the results of the researcher's interview with one of the class XI students at this school named Jumadir on January 9 2022. That the Islamic religious education subject teacher has not tried to apply methods that suit the needs of students in the learning process so that this causes the students become bored, depressed, afraid, tense playing alone when the teacher explains. This also has an effect on their weak motivation.

Using different and interesting methods is one effort to increase success in learning outcomes. Therefore, the learning process of students can better absorb the material presented. Seeing this how important a teaching method is to improve listening skills to make it easier for them to understand the material and demonstrate something from what is listened to. Researchers are interested in experimenting with applying or using the Suggestopedia Method to improve students' ability to listen skills, in order to minimize and improve the achievement of learning objectives.

Suggestopedia comes from the word suggestology, namely the study of the systematic study of the influence of things that are irrational (which are not realized) on human behavior. According to this science,

humans always react to these irrational influences. This rationale is used as a theoretical basis by the originator of the Suggestopedia Method to be applied in the learning process in subjects that generally require students' listening skills. Thus the researchers conducted a study on interventions in students' listening skills through the application of the suggestopedia method in teaching Islamic religious education (Muhammad, 2019)

RESEARCH

The research method used in this research is a qualitative research method. Qualitative research itself is a study conducted by researchers to find answers to an event that occurred using a deep understanding of the time and circumstances of the event (problem). In the qualitative research methods that we know usually include only observation and interviews, but apart from that there are also surveys, document and historical analysis, as well as case studies where no interviews are needed in their implementation. The type of research is descriptive, which aims to describe an event as it is, all circumstances and events that occur take place as they are. Data collected by qualitative methods is by conducting interviews, observation, and documentation. With this, the conclusions and objectives of carrying out qualitative research are to provide an in-depth explanation of the events that occurred and the method is to collect in-depth and complete information and data (Rijali, 2019)

The research location is at SMK Negeri 1 Konawe Selatan. Data collection through the interview process was carried out with Amir Syukur as the Principal as the main informant, Mrs. Siti Jibaigun as homeroom teacher for class XI NKPI, Mrs. Siska Fitriana BK as homeroom teacher for class XI TKJ and also Mrs. Hasriani as homeroom teacher for class XI AP. In addition, observations and observations were also made on habits in Islamic religious education subjects carried out by students. Then from the data and information obtained, the authors carry out an analysis to get the results as the authors designed. The data analysis technique was carried out through three stages, namely data reduction, data display, then conclusion drawing/verification. The purpose of data reduction is to obtain appropriate and relevant data to serve as a reference for researchers. Then the data obtained will be presented in the form of narrative or text. Conclusions are drawn to explain and draw conclusions from the results of interviews and observations as well as documentation to support the research conducted. Data validity was carried out by testing technical triangulation and source triangulation.

FINDINGS AND DISCUSSION

Based on the results of the analysis of information as well as data that has been collected through interviews, observations, observations and documentation. The researcher found a fact that the students' ability in listening skills before the suggestopedia method was applied was low, and then after the suggestopedia method was implemented the students' ability in listening skills increased. This indicates that the application of the suggestopedia method has an influence on students' listening skills in teaching Islamic religious education subjects. Which can be seen from the increase in students' ability to listen skills which is very significant. On the other hand, the fact of increasing listening skills can also be seen from the realization of the six basic elements in the suggestopedia method, which include:

1. Authority, the ability of a teacher to make his students confident and believe in himself (self-confidence).
2. Infantilization, namely students as if they were small children who received authority from the teacher.
3. Dual communication, namely verbal and non-verbal communication in the form of stimulation of enthusiasm from the state of the room and from the personality of a teacher. Students sit in comfortable chairs with a layout that shows impatience, sullen, cynical, and negative criticism.
4. Intonation, the teacher presents the subject matter with three different intonations. From the intonation that resembles a whisper with a calm and soft voice, normal intonation that is normal to a loud, dramatic tone of voice.
5. Rhythm, namely reading lessons are carried out as a rhythm, pausing between words and flavors that are adjusted to deep breaths and rhythms. Here students are asked and taught to inhale for two seconds, hold it for four seconds and exhale for two seconds, hold it for two seconds.
6. Pseudo-Passive State. In this element, the state of the students is really relaxed but they don't sleep while listening to 18th century music (Rustan & Bahru, 2018)

Listening skills

Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. Listening is said to be a receptive language activity in a conversation activity with the medium of hearing (audial) and the medium of view (visual). Listening means paying close attention to what people say or read (Agung, 2020)

Through listening, people can master conversational phonemes, vocabulary and sentences. Understanding of phonemes, words and sentences really helps someone in speaking, reading or writing. Instructions for learning to speak, read, or write are always delivered in spoken language. This means that listening activities really support other language skills. Russel argue that listening is listening with understanding and attention and appreciation (Prasetya & Safitri, 2016)

Gary T. Hunt states the purpose of listening as follows (Setiyatna et al., 2022):

- a. Obtaining information related to work/profession.
- b. To be more effective in interpersonal relationships in everyday life at home, at work, and in community life.
- c. Collect data in order to make reasonable conclusions and
- d. In order to be able to give the right response to everything that is heard.

Logan reveals the purpose of listening, among others (Setiyatna et al., 2022):

- a. Acquiring knowledge from the speaker's utterances, in other words listening to learn.
- b. Enjoying speech material (performance), especially in the arts, in other words listening to enjoy audial beauty.
- c. Assessing the listening material (good and bad, beautiful and ugly, precise, perfunctory, logical-illogical, and so on), in other words listening to evaluate.
- d. Enjoying and appreciating listening material (listening to stories, poetry, music, songs, dialogues, discussions and so on) in other words listening to evaluate.
- e. Communicating ideas, ideas, feelings to others fluently and precisely. In other words, listening as a support in communicating your own ideas or ideas.
- f. Distinguishing sounds correctly, which sounds are distinctive (distinguishing meaning) and which sounds are not distinctive. These are usually obtained from native speakers.
- g. Solve problems creatively and analytically, with input from reading materials and
- h. Convince yourself of a questionable problem or opinion, in other words persuasive listening.

Djago Tarigan explains that the purpose of listening can be structured as follows: a) get facts, b) analyze facts, c) evaluate facts, d) get inspired, e) entertain yourself, f) improve speaking skills. The purpose of listening according to Djago Tarigan can be explained as follows (Setiyatna et al., 2022):

- a. Get facts by listening to radio, television, delivering papers, conversations and so on.
- b. Analyze facts that take place consistently from moment to moment during the listening process. How does it relate to the elements of fact, cause and effect contained therein. Listening material must be related to listening knowledge and experience.
- c. Evaluate the facts conveyed by the speaker. A number of questions need to be included in this activity, are the facts presented true, are the facts presented relevant, and are the facts presented accurate?
- d. Get inspiration from other people's speakers. Listeners want to get encouragement, injection, encouragement, useful suggestions.
- e. Entertain yourself for people who are tired, tired, bored. they need physical and mental refreshment, for example listening to jokes, jokes, and so on.
- f. Improve speaking skills. In this case the listener pays attention to how to organize the material, how to use the tools, and how to simulate and end the conversation.

Ruth G. Strickland concludes that there are nine stages of listening, starting from the irregular to the very serious. The nine stages can be described as follows (Suprpto, Kurniawan Rio, & Sihaloho Helfiana, 2020):

- a. Periodic listening, which occurs at times when the child feels directly involved in talking about himself.

- b. Listening with shallow attention, because they often get distracted by distractions to things outside the conversation.
- c. Half listening, because they are distracted by activities waiting for the opportunity to express what is in the heart and say what is hidden in the heart of the child.
- d. Listening to the scatter, because the child is preoccupied with absorbing or absorbing things that are not important, this is a true passive netting.
- e. Listening occasionally, keeping intermittently what is being listened to, careful attention changes with other preoccupations, only paying attention to the words of the speaker that interest him.
- f. Associative listening, only remembering personal experiences constantly which results in the listener really not reacting to the message conveyed by the speaker.
- g. Listening with a scale reaction, towards the speaker by making comments or asking questions.
- h. Listen carefully, earnestly following the speaker's train of thought.
- i. Listen actively, to get and discover the thoughts, opinions and ideas of the speaker.

Based on the description above regarding the stages of listening, it can be concluded that listening consists of five stages, namely: a) listening, b) understanding, c) interpreting, d) evaluating, and e) responding.

According to Slamet states that the type of listening based on the sound being listened to is divided into two, namely: a) interpersonal listening occurs when a person listens and pays attention to sounds that come from within himself. b) intrapersonal listening, occurs when someone listens and pays attention to what is being said by other people, for example, in discussions, seminars, and so on. On the other hand, H.G. Tarigan distinguishes listening activities based on the listening method into two, namely: a) extensive listening, b) intensive listening. In extensive listening, listening to understand the contents of the hearing only in passing, for example listening to questions, secondary listening, aesthetic listening and passive listening. In intensive listening, listening to understand the contents of the listening in detail, carefully and in depth towards the listening material. This intensive listening includes: a) interrogative listening, b) selective listening and critical listening (Suryantini, Cahyono, & Ricahyono, 2021)

Grenn and Petty argue that the types of listening are divided into nine, namely (Fakturmen, 2020):

- a. listen without reacting. The listener hears the sound but the person concerned does not give any reaction. Sound enters through the right ear and exits through the left ear.
- b. passive listening. Passive listening listeners, almost the same as listening without reacting. In terms of passive listening, there has been a reaction but relatively few.
- c. intermittent listening. The listeners don't continuously listen to the listening material, for a while they don't listen for a while. The listener's mind often wanders and rambles, not focused on the listening material.
- d. shallow listening. Listeners only capture part of the contents of the listening. Important parts are not listened to, may already be known, agreed, or accepted.
- e. focused listening. The listener's mind is focused on the conversation, for example listening to cues, to know when something must be done.
- f. listen to compare. The listener listens to the message and then compares its contents with the knowledge and experience possessed by the listener
- g. listen to the organization of the material. The listener tries to find out how the material delivered by the speaker is organized, the main idea and its supporting details.
- h. critical listening. The listeners critically analyze the contents of the listening delivered by the speaker. If necessary, ask for data or information on the statement made by the speaker.
- i. creative and aspirational listening. The listener tries to give a genuine mental and physical response to the statement made by the speaker.

Slamet suggests that there are several elements that influence the effectiveness of listening, including: a) the speaker, b) the talk, c) the situation, and d) the listener (Dewi Purnawati, 2021).

- a. The speaker is a person who conveys speech, ideas, messages, information to listeners through spoken language.
- b. The talk is the material, content, message, or information conveyed by the speaker to the listeners.

- c. Situation is something that accompanies listening activities beyond the speaker, talk, and listener.
- d. The listener is a person who listens and understands the contents of the material conveyed by the speaker in an ongoing listening event.

Based on the description of the factors that influence listening above, it can be concluded that active listening can be influenced by several factors including: a) the speaker, b) the conversation, c) the situation, d) the listener. And also on the other hand according to Hermawan (2011: 130) Listening skill is a person's ability to digest or understand the words or sentences spoken by a speech partner or certain media.

Suggestopedia method

According to Richards the Suggestopedia learning method comes from the word suggestology, which means the science of nonrational/nonconscious influences on humans. Suggestopedia's main task is to make sure that the hidden mental capacity of human storage can be mobilized for learning purposes. In this case suggestive cues and unconscious motives can be coordinated as well as possible. The most basic foundation in the Suggestopedia method is suggestology, which states that humans can be directed to do something with suggestions. The main suggestive factors are: (a) the approach used, (b) authority, prestige (dignity) and the authority of the teacher who implements that approach, (c) the student's belief in the teacher's approach, (d) communication, and (e) art (music) (Pujasari & Rahayu, 2018).

The emergence of suggestopedia was pioneered in 1975 in Bulgaria which was developed by a psychotherapist, namely George Lezanov. Suggestopedia as a science has found that the suggestion factor is very important in human life in an interaction there is always a logical (conscious) aspect and an emotional (unconscious) aspect. And then George Lazanov in 1978 managed to find a learning method by providing therapy in the form of suggestions (suggestive-accelerative) to students. The success of this method was then named Suggestopedia. Suggestopedia believes that the human brain is capable of processing a number of materials if given the right conditions for learning, including relaxation and giving control and authority to the teacher. For this reason, teachers can use drama, physical activity, music, and yoga to enhance learning (Prihartini, Buska, & Nur Hasnah, 2020)

Suggestopedia is a teaching method based on modern understanding of how the human brain works and how we learn most effectively. A concept that presents a view that humans can be directed to do something by giving them suggestions. Suggestology as a science has found that the factor of suggestion is very important in human life. In an interaction there are always two aspects, namely the logical (conscious) aspect and the emotional (unconscious) aspect. The main task of the Suggestopedia method is to make sure that the hidden mental capacity of humans can be directed for learning purposes by organizing a comprehensive system. In this case, unconscious suggestive and emotional cues can be coordinated as well as possible (Astutik, 2019)

Bancroft in Tarigan states that there are 5 basic elements in the suggestopedia method, namely (Suprpto & Kurniawan, 2020):

- a. Authority, namely the existence of a kind of teacher whose abilities can be trusted so as to make students confident and believe in themselves (self-confidence).
- b. Infantilization, namely students as if they were small children who received authority from the teacher. Bushman (1176: 26) explains that learning like children releases students from the confines of more intuitive learning.
- c. Dual communication, namely verbal and non-verbal communication in the form of stimulation of enthusiasm from the state of the room and from the personality of a teacher.
- d. Rhythm Lessons are accompanied by rhythm, to create a comfortable mood, and stimulate the activity of the right brain.
- e. Pseudo-passive state, in this element the state of the students is really relaxed, but they don't sleep while listening to classical music.

According to G. Lozanov learning will not be successful if it does not meet the following three criteria and thus the Suggestopedia class, these principles are: (1) a strong emphasis on enjoying and appreciating how easy it is to learn, (2) an absolute combination of factors conscious and subconscious factors, and (3) intimate and warm interactions between students, which leave a deep impression on their hearts (Pali &

Rando, 2020)

The teacher's authority is considered important so that the exercises given will be well remembered by students. Authority also indicates that the interaction between teachers and students takes place like the relationship between parents and their children. Thus students may just be relaxed, but under the strict supervision of the teacher. For this reason, students not only learn from the material taught, but also learn from their environment. The environment in question is that the class used has complete equipment and appropriate musical accompaniment. This is what is meant by a double advantage, namely students gain language skills and at the same time enjoy life. Such an atmosphere is further supported by intonation, rhythm, and a relaxed attitude that can eliminate boredom with a given exercise.

The Suggestopedia method invites students to be more relaxed in accepting learning and practicing their skills. To train students' skills, the teacher gives the effect of music in learning which can be used as a medium that will influence students. According to Norland & Preutt-Said, the use of music in the classroom which creates a calm atmosphere is believed to increase students' ability to absorb more information. Music is believed to have the quality of synchronizing students' brain activity, so that it makes the mind more calm and open to learning (Pali & Rando, 2020).

According to Meier the type of music that is best for increasing the effectiveness of learning depends on the culture and tastes of the listener. For example, classical baroque music for learning is emphasized by practitioners of accelerated learning in the West. Baroque and other classical music is a great choice for listeners in many situations, because it has a high quality that is appropriate and appropriate in various situations. Mars Sousa or South American dance music or African drums can be energizing. Likewise other types of music from non-Western cultures. Javanese gamelan music can also create a calm, happy, and even excited atmosphere (Kurniawan, 2020)

Basically all music is good, but the right music for learning with the suggestopedia method needs to be chosen and must contain the depth of the spirit and soul. Suggestopedia requires a slow rhythm to induce a calm mood. When the mood is calm, it means that Suggestopedia is going well in the learning process. Simultaneously giving authority to the teacher to give positive suggestions. The teacher's positive suggestion authority indicates that continued interaction with close students such as parents with their children can create a relaxed attitude, but is still under the supervision of the teacher. Students not only learn from what the teacher says, but also learn from their environment (Jumrawarsi & Suhaili, 2021)

The learning environment in this case is the class used. The learning environment needs to be designed in such a way with complete equipment and appropriate musical accompaniment. So that the learning environment gives the impression of being happy, cheerful, raises enthusiasm, and creates feelings of happiness in the hearts of students. Maslow (in Santrock, 2011) states that certain needs must be met before students can fully actualize themselves. Students' need for a safe and enjoyable learning environment is essential. So the teacher must avoid the impression and appearance of a standard classroom that can cause students to feel uncomfortable and unable to achieve optimal self-actualization.

From some of the findings above, it can be concluded that the Suggestopedia method is an effective learning method by using suggestions, music, and positive words that can create a fun, uplifting, relaxed learning environment, and contain positive impressions. In this method the teacher gives suggestions and positive words to be included in the world of student suggestions. students will follow orders from the teacher so that the teacher can be the center of attention. The use of music in this suggestopedia has a very important role. Music can give a sense of calm and relaxation. The music that is played will enter into the feelings of the students' souls, feelings of relaxation and calm will appear in students. besides that the learning environment and learning atmosphere also influence the effectiveness of suggestopedia. In addition to the existence of music, the environment and learning atmosphere also need attention. A comfortable learning environment and atmosphere will support students in learning so that the learning process is fun and enjoyable.

The basic principles of the suggestopedia basic approach in learning are based on three assumptions, including the following:

- a. Learning involves the functions of the human subconscious and unconscious
- b. Interested students will be able to learn faster than the average student

- c. The learning process can be hampered by many factors, including: potentials in students that are not (or not) utilized by the teacher, general norms and constraints that commonly apply in society, lack of a harmonious and relaxed atmosphere of constraints in teaching language.

The role of the teacher in using the suggestopedia method is that the teacher must create situations which are a forum for students to suggest well and then present language material in such a way as to encourage acceptance and storage, reception and student reference. The role of students in the use of the suggestopedia method, students voluntarily attend class, but in their volunteerism they are expected to comply with class rules and all their activities. Therefore, during the lesson, students must stay away from everything that can interfere with their thoughts and mental attitudes, including eating and drinking.

Types of learning activities ideally should be socially homogeneous, numbering 12 people and equally proportional between students and students. Learning with the suggestopedia method is carried out in a very pleasant room, which is very satisfying and very ideal. The teacher presents in two main phases, namely the receptive phase and the activation phase. The receptive phase consists of two presentations of dialogue material. In the first presentation the teacher reads the dialogue, adjusting his voice to the rhythm and rhythm of the music. The next is the second main phase (the activation phase) where students are invited and involved in various activities designed to help them take advantage of facilities with new material.

Regarding the advantages and disadvantages of the suggestopedia method, the advantages are as follows:

- a. This method can foster fun in students, with imaginary characters played by students.
- b. The continuity and length of the dialogues used effectively equip students with imaginations where they can improvise in them.
- c. The maximum number of students is 12 people giving rise to a feeling of strong cooperation among themselves because they help each other in absorbing all the lessons received.
- d. Relaxed class gyms as if the learner is not in class.

The disadvantages of the suggestopedia method are as follows:

- a. Can only be used for small groups, with a maximum number of 12 people.
- b. With a number of complete facilities and infrastructure, it is of course very expensive to organize.
- c. Even though it is unique, the presentation of material which is mostly based on structural grammar gives the impression that this method is not much different from other methods.
- d. The sleep learning listening technique has not been shown to increase students' skills more quickly. There is a possibility of fatigue (fatigue) in the soul of students because they cannot rest.

Listening skills through the suggestopedia method. Researchers apply the suggestopedia method in improving students' ability to listen skills. But in its implementation it tries to develop on the 2013 curriculum rules, namely the learning steps must include 5M (observing, asking, trying, reasoning and communicating). And in the end found a phenomenon, namely the Suggestopedia method emphasizes the stimulus learning stage, namely when the student observes the material read by the teacher at this stage of the observing process, this Suggestopedia works, a text material is read by the teacher by way of Rhythem, intonation and and Pseuda-Passive state. Then the elements of Athority, infantilization and dual communication follow until the end of the communication stage.

CONCLUSION

Suggestopedia as a science has found that the suggestion factor is very important in human life in an interaction there is always a logical (conscious) aspect and an emotional (unconscious) aspect. Based on the results of the analysis of information as well as data that has been collected through interviews, observations, observations and documentation. The researcher found a fact that the students' ability to listen skills before the suggestopedia method was applied was low, and then after the suggestopedia method was implemented the students' ability to listen skills increased. This indicates that the application of the suggestopedia method has an influence on students' listening skills in teaching Islamic religious education subjects. Which can be seen from the increase in students' ability to listen skills which is very significant. On the other hand, the fact of increasing listening skills can also be seen from the realization of the six basic elements in the suggestopedia method.

REFERENCES

- Adrianus Marselus Nggoro. (2015). Jurnal Pendidikan dan Kebudayaan Missio. *Pendidikan Dn Kebudayaan Missio*, 7(3), 102.
- Agung, N. (2020). Peningkatan Kemampuan Debat Bahasa Arab Mahasiswa Melalui Metode Suggestopedia. *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 2(1), 19–29. <https://doi.org/10.47435/naskhi.v2i1.288>
- Astutik, Y. P. (2019). The Effect of Using Suggestopedia Among Students' Speaking Ability. *English Language in Focus (ELIF)*, 1(2), 137. <https://doi.org/10.24853/elif.1.2.137-144>
- Dewi Purwanti. (2021). *Jurnal Pengajaran Melalui Media Audio Visual Oleh Siswa Kelas VIII A*. 2(3), 201–209.
- Fakturmen, F. (2020). Metode Suggestopedia Dan Implikasinya Dalam Pembelajaran Bahasa Arab Keterampilan Mengarang (Insyā'). *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab*, 4(01), 1–30. <https://doi.org/10.32699/liar.v4i1.1037>
- Jumrawarsi, J., & Suhaili, N. (2021). Peran Seorang Guru Dalam Menciptakan Lingkungan Belajar Yang Kondusif. *Ensiklopedia Education Review*, 2(3), 50–54. <https://doi.org/10.33559/eer.v2i3.628>
- Kurniawan, R. (2020). the Implementation of Sugestopedia Method in Learning Writing. *Jurnal Unsri*, 3(2), 252–258.
- Muhammad, P. (2019). Arab untuk Meningkatkan Keterampilan Menyimak Siswa. *El-Ibtikar*, 8, 167–186.
- Pali, A., & Rando, A. R. (2020). Suggestopedia Method Application Based on Sasando Instrumental Music in Optimizing Reading Comprehension Skills. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4(3), 522–528. Retrieved from <https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/28216>
- Prasetya, D., & Safitri, K. (2016). Metode Suggestopedia Sebagai Alternatif Dalam. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 6(3), 868.
- Prihartini, Y., Buska, W., & Nur Hasnah, N. H. (2020). The Implementation of Suggestopedia Method in Arabic Teaching for Qirā'ah. *INNOVATIO: Journal for Religious Innovation Studies*, 19(1), 27–42. <https://doi.org/10.30631/innovatio.v19i1.76>
- Pujasari, Y., & Rahayu, W. W. (2018). Penggunaan Multimedia Interaktif Melalui Metode "Suggestopedia" Terhadap Peningkatan Motivasi Belajar Siswa Dalam Pelajaran Bahasa Inggris. *Pedagogia*, 16(1), 80. <https://doi.org/10.17509/pdgia.v16i1.10900>
- Rijali, A. (2019). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81. <https://doi.org/10.18592/alhadharah.v17i33.2374>
- Rustan, E., & Bahru, M. S. (2018). Penguatan Self Confidence dalam Pembelajaran Matematika melalui Metode Suggestopedia. *Al-Khwarizmi: Jurnal Pendidikan Matematika Dan Ilmu Pengetahuan Alam*, 6(1), 1–14. <https://doi.org/10.24256/jpmipa.v6i1.282>
- Safitri, A. O., Yuniarti, V. D., & Rostika, D. (2022). Upaya Peningkatan Pendidikan Berkualitas di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs). *Jurnal Basicedu*, 6(4), 7096–7106. <https://doi.org/10.31004/basicedu.v6i4.3296>
- Setiyatna, H., Julijanto, M., Surahman, S., Studi, P., Islam, P., Usia, A., & Syariah, H. E. (2022). *JOTE Volume 3 Nomor 2 Tahun 2022 Halaman 200-212 JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education*. 3, 200–212.
- Suprpto, Kurniawan Rio, & Sihaloho Helfiana. (2020). Metode sugestopedia sebagai alternatif pembelajaran retorika di perguruan tinggi. *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia.*, 167–172.
- Suprpto, S., & Kurniawan, R. (2020). Improving Indonesian Students' Rhetorical Skills Through Suggestopedia. *JOALL (Journal of Applied Linguistics & Literature)*, 5(1), 102–108. <https://doi.org/10.33369/joall.v5i1.10362>
- Suryantini, N., Cahyono, B. E. H., & Ricahyono, S. (2021). Implementasi Metode Pembelajaran Sugestopedia Dan Total Physical Response (Tpr) Untuk Mengembangkan Kemampuan Berbicara Siswa Paud. *Widyabastra : Jurnal Ilmiah Pembelajaran Bahasa Dan Sastra Indonesia*, 9(1), 45. <https://doi.org/10.25273/widyabastra.v9i1.9713>
- Syahru Ramadhan. (2020). *Kreativitas Guru, Pembelajaran PAI, Toleransi*. 18(2), 181–205. Retrieved from <https://ejournal.iainbima.ac.id/index.php/kreatif/article/view/512>