

Effectiveness of Using Qur'an Hadith Module to Learning Outcomes

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ABSTRACT

This study aims to determine the differences in learning outcomes of students who are taught without using modules and those taught by using modules. The sample in this study was taken by purposive sampling technique. Class VII C as the experimental class, as many as 33 students who were treated using Qur'an Hadith module and class VII D as the control class were 32 students who received treatment without using Qur'an Hadith module. The data collection methods used were tests and observations. Data processing and analysis techniques used is inferential statistics. Hypothesis testing uses the Mann-Whitney test. Mann Whitney U test was carried out, the results obtained were the Asymp value. Sig (2-tailed) of $0.000 < 0.05$, so it can be said that there is a significant effect on learning outcomes of the Quran Hadith using modules. Teaching materials using the Hadith Qur'an module according to the theory being studied basically can be applied in the learning process to improve the cognitive learning outcomes of students. The learning outcomes achieved by grade VII students at MTs Darussalam Ngesong can be maintained because they are already in the good category, but still need improvement or look for other factors that can improve student learning outcomes.

Keywords: Modules; Learning Outcomes; Students; Hypotheses.

INTRODUCTION

Education is a conscious effort made by the government, through guidance, teaching, and / or training activities that take place in schools and outside schools throughout life to prepare students to play roles in various environments appropriately in the future (Waqfin, 2022). Education is programmed learning experiences in the form of formal, non-formal, and informal education at school and outside of school, which lasts a lifetime for the purpose of optimization. Consideration of individual abilities so that in the future they can play an appropriate life role (Ma'unah, 2009).

The purpose of education is something that is to be achieved by educational activities or efforts (Dimiyati & Mudjiono, 2013). If education is in the form of formal education, the purpose of that education must be defined as a curriculum. Formal education is education that is deliberate, organized, and planned according to a certain theory, in a certain location and time through a curriculum. All teaching resources and efforts must be focused on achieving that goal. Learning materials, methods and techniques for implementing teaching activities, the facilities and tools used must be able to support the achievement of teaching objectives effectively and efficiently (Daradjat, 2008). Likewise with the learning of Islamic Religious Education at this time there are several things that are the objectives of the learning process, one of which is to strengthen the faith of students (Sari *et al.*, 2022).

Teachers (educators) in making learning must be professional and can create creative and developing learning so that students can participate in learning comfortably as desired. In the era of globalization, educators are required to see the conditions in the field of education and the era and social conditions of the community, to know the problems they face so that the material presented can be both relevant and in accordance with the objectives faced in terms of changes in society towards brilliance. Judging from these demands, as a Qur'an Hadith teacher is required to be able to overcome the conditions that exist in the field of education regardless of the situation and conditions, in order to achieve educational goals.

Learning outcomes are the result of an interaction of learning and teaching actions. The learning process involves two subjects, namely the teacher and students will produce a change in students as a result of learning activities (Roziqin & Hotima, 2022). To optimize the learning process and outcomes, we should look at the supporting factors for success in the learning process, including internal factors and external factors. Internal factors include physical, psychological and fatigue factors, while external factors include

school, community, and family factors (Lilawati & Cahyani, 2022). Looking at the factors that affect learning outcomes, teachers are expected to be able to overcome existing problems due to factors that do not support the learning process so as not to affect student learning outcomes.

According to Fitriani, Al-Ghozali & Ashoumi (2019), based on the results of the SPSS analysis of 16.0, a sig value was obtained. (2-tailed) of the experimental class and the control class post-test is 0,02, which means less than 0.05. So it can be concluded that H_1 is accepted then there is significant difference between the experimental class post test and the control class post-test. According to Khotimah & Wardani (2020), based on the analysis conducted by researchers using the T test, the results of Reject H_0 were obtained, it can be concluded that the CIRCOS method improves student achievement in the subjects of fiqh class V MI Nizhomiyah Ploso, Jombang district.

Regarding the problem of learning outcomes, one school in Jombang Regency, to be precise at MTs Darussalam Ngesong, also experienced problems related to student learning outcomes. Based on the results of an initial interview with a Hadith Qur'an teacher, namely Ms. Rochatun Ni'mah, S.Pd.I as a Hadith Qur'an teacher at MTs Darussalam Ngesong and a student named Maisyatuz Zuhro on Thursday, February 4, 2021 at MTs Darussalam Ngesong . From the interview process, information was obtained that there were still a number of students whose learning outcomes did not reach the predetermined value, even though the teacher had used existing teaching materials at school and also teaching materials taken from the internet but the results had not yet reached the value set in the Qur'an subject. One solution that can be given is to use teaching materials in the form of learning modules based on a scientific approach because this module based on a scientific approach has not been applied in the learning process at the school.

METHOD

This research is a quantitative research. This research was conducted in the second semester of 2020/2021 in class VII MTs Darussalam Ngesong. The research design used an experimental group with pre-test and post-test. This design uses an experimental group or a control group. The experimental group received a pre-test, treatment (treatment) using a module and after that was given a post-test. The control group received a pre-test, treatment (treatment) with a different learning model from the experimental group and after that was given a post-test.

Table 1. Quasi Experiment Design

Class	<i>Pre-test</i>	<i>Post-test</i>
Experiment	O_1	O_2
Control	O_1	O_2

Which is:

- O_1 : *pre-test* (test learning outcomes before receiving treatment)
- O_2 : *post-test* (test learning outcomes after receiving treatment)
- Experiment : using modules Qur'an Hadith
- Control : without modules Qur'an Hadith

(Burhanudin, 2020)

To see the effectiveness of using the learning module, the Mann-Whitney test is used, but before being tested, the analysis prerequisite test must be carried out using the test:

- Data Normality Test
This normality test is intended to be carried out to find out whether the sample being studied is in a normal distribution or not. The normality test used is the Kolmogorov Smirnov. The hypothesis is as follows:
 H_0 : The data comes from a population that is normally distributed
 H_1 : The data comes from population that is not normally distributed
- Data Homogeneity Test
Populations with the same variance are called homogeneous populations. This homogeneity test uses the Levene test. The hypothesis is as follows:
 H_0 : both groups came from a homogeneous population
 H_1 : both groups came from a population that was not homogeneous
- Hypothesis Testing Mann Whitney U test
This test is used to test the comparative hypothesis of two independent samples if the data is ordinal. If in an observation the data is in the form of intervals, it is necessary to convert it into ordinal data

first. If the data is still in the form of intervals, you can actually use the t-test for testing, but if the assumption is The t-test is not fulfilled (eg data must be normal), then this test can be used.

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2 \quad \text{which is}$$

n_1 = amount of sample 1

n_2 = amount of sample 2

U_1 = amount of rating 1

U_2 = amount of rating 2

R_1 = amount of rankings in the sample n_1

R_2 = amount of rankings in the sample n_2

H_0 : There is no significant effect on the learning outcomes of the Qur'an Hadith using modules.

H_a : There is a significant influence on the learning outcomes of the Qur'an Hadith using modules.

RESULT AND DISCUSSION

Result

Based on the results and data analysis of research that has been carried out in class VII MTs Darussalam Ngesong, which consists of five classes, with sample class VII C as the experimental class and VII D as the control class. Based on graphs made from Microsoft Excel, it can be seen in graph 1 below.

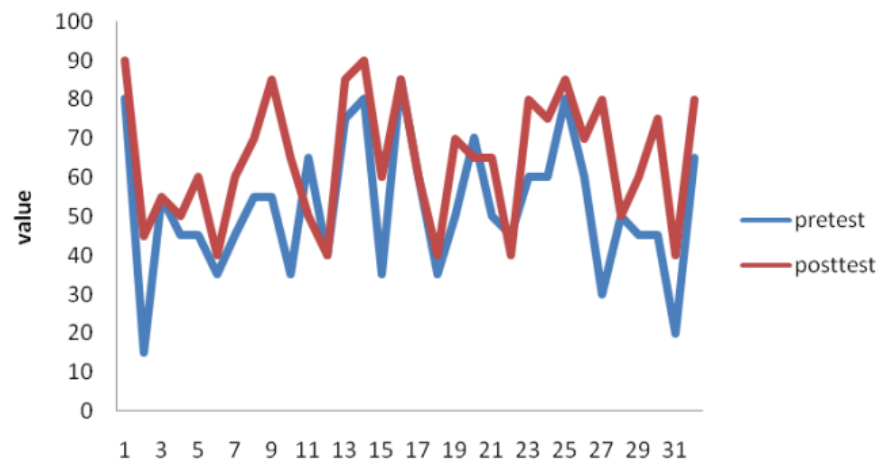


Figure 1. Graph of Comparison of Control Class Value Pretest and Posttest

Based on Figure 1, it can be seen that there is no significant difference in the scores between the pretest and post test in the control class which only uses the lecture method. Between the pre-test and post-test scores there were only slight changes.

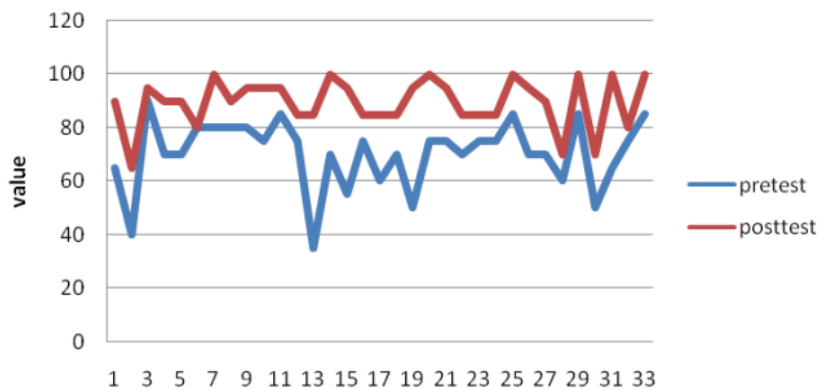


Figure 2. Graph of Comparison of Experiment Class Value Pretest and Posttest

From Figure 2, it can be seen that there is a significant difference between the pre-test and post-test scores. The post-test score was higher than the pretest score.

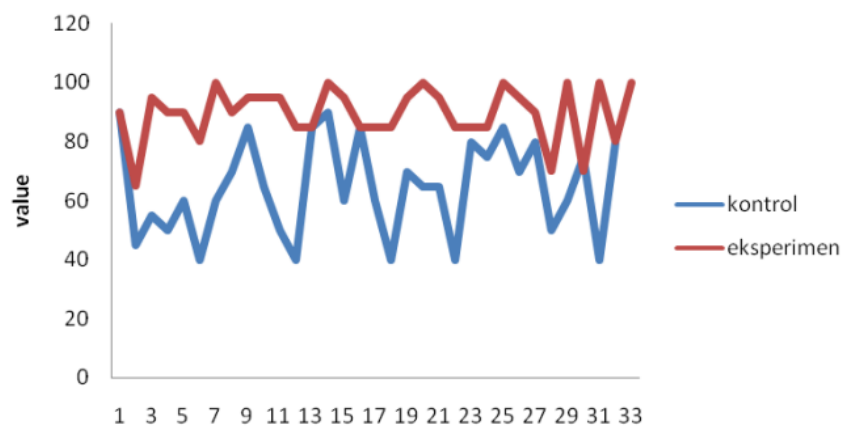


Figure 3. Comparison Chart of Control and Experimental Class Posttest Values

From Figure 3, it can be seen that the post-test score of the experimental class using modules is higher than the post-test score of the control class which only uses the lecture method.

Table 2. Data Normality Test

	Code	Kolmogorof-smirnov			Shapiro-wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	Control	.110	32	.200	.933	32	.046
	Experiment	.178	33	.010	.855	33	.002

Based on table 2 the significant value of the control class is $0.200 > 0.05$, so it can be said that the data spreads according to the normal distribution, while the experimental class has a significant value of $0.010 < 0.05$, so it can be said that the data spread does not follow the normal distribution. The data normality assumption has not been fulfilled. Then for Homogeneous Data Assumption Test as follow :

Table 3. Data Homogeneity Test

Levene statistic	df ₁	df ₂	Sig.
12.810	1	63	.001

From table 3, the significant value is $0.001 < 0.05$, so it can be said that the data variant is not homogeneous. The assumption of data homogeneity has not been fulfilled. Based on Table 2 and Table 3, it shows that the results of the data normality assumption test and data homogeneity show that the results have not met, so for further analysis, we do not use the independent t test but use the Mann-Whitney U test.

Hypothesis testing Mann-Whitney U test

Ho :There is no significant effect on the learning outcomes of the Qur'an Hadith using modules.

H1 : There is a significant influence on the learning outcomes of the Qur'an Hadith by using modules.

Table 4. Mann-Whitney test

	Kode	N	Mean Rank	Sum of Ranks
Value	Control	32	19.39	620.50
	Experiment	33	46.20	1524.50
	Total	65		

Test Statistics

	Nilai
Mann-Whitney U	92.500
Wilcoxon W	620.500
Z	-5.751
Asymp.Sig.(2- tailed)	.000

Based on Table 4, it can be seen that the Asymp. Sig (2-tailed) of 0.000 <0.05, so it can be said that there is a significant effect on learning outcomes of the Quran Hadith using modules.

Discussion

Based on the results of table 2 using the normality test, it shows that the significant value of the control class is $0.200 > 0.05$, so it can be said that the data spreads according to the normal distribution, while the experimental class has a significant value of $0.010 > 0.05$, so it can be said that the data spread does not follow the normal distribution. The assumption of data normality has not been fulfilled, so it cannot be tested through the normality test. Then, table 3 in the homogeneity test, the significant value is $0.001 < 0.05$, so it can be said that the data variant is not homogeneous. The assumption of data homogeneity has not been fulfilled. Based on the results of the assumption test for data normality and data homogeneity, which shows that the results have not met, the next analysis does not use the independent t test but uses the Mann-Whitney U test.

Table 4 show Mann Whitney U test was carried out, the results obtained were the Asymp value. Sig (2-tailed) of 0.000 <0.05, so it can be said that there is a significant effect on learning outcomes of the Quran Hadith using modules. Teaching materials using the Hadith Qur'an module according to the theory being studied basically can be applied in the learning process to improve the cognitive learning outcomes of students. The learning outcomes achieved by grade VII students at MTs Darussalam Ngesong can be maintained because they are already in the good category, but still need improvement or look for other factors that can improve student learning outcomes.

The results of this study are in line with the theory put forward by S. Nasution which explains that the purpose of teaching modules is to provide students to recognize their strengths and weaknesses, and to improve their weaknesses through remedials, tests or other learning variations. Because in the module there are many ways to improve and provide wide opportunities for them to achieve the highest results (Usman, 2002). Tjipto revealed some of the advantages obtained when learning using modules, namely that student motivation is enhanced because every time students do a lesson task is clearly limited and according to their abilities, after the lesson the teacher and students know exactly which students are doing well and which are less successful. students achieve results in accordance with their abilities, and education is more efficient (Utomo, 1991).

CONCLUSION

Based on the results of research that has been conducted by researchers, it can be concluded that the use of the Qur'an Hadith module on optimistic and patient material is effective for seventh grade students of MTs Darussalam Ngesong. From Mann Whitney U test show that the Asymp. Sig (2-tailed) of 0.000 <0.05, so it can be said that there is a significant effect on learning outcomes of the Quran Hadith using modules. Its effectiveness is shown by the higher learning outcomes of the experimental class than the control class. So it can be concluded that classes that use the Qur'an Hadith module have better learning outcomes than classes that do not use modules. Students' critical thinking skills improve.

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