Improving Student Learning Outcomes Through the Scientific Approach Method in the Hadith Studies Subject for Grade XI Religious Class at MA Unggulan K.H. Abd. Wahab Hasbulloh Tambak Beras Jombang

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ABSTRACT

The science of hadith plays a crucial role in Islamic education, aiding in the interpretation and clarification of Quranic teachings. This study investigates the impact of implementing a scientific approach in teaching Hadith Science at MA Unggulan K.H. Abd. Wahab Hasbulloh. Using a pre-experimental design with 34 students, pretest and posttest scores were analyzed to assess learning outcomes. Results indicate significant improvement post-implementation, with most students achieving "Very Good" and "Good" grades. The average N-Gain score of 0.6 suggests moderate improvement, affirming the effectiveness of the scientific approach in enhancing student understanding and engagement. This study contributes to the discourse on effective pedagogical methods in religious education, emphasizing active learning and critical thinking skills development.

Keywords: Student Learning Outcomes; Scientific Approach Method; the Hadith Studies.

INTRODUCTION

The hadith of the Prophet, which is believed by Muslims to be the second source of Islamic law after the Qur'an, is therefore obligatory for Muslims to follow just as they are required to follow the Qur'an (Darussamin, 2020). The hadith serves as an explanation for the verses of the Qur'an that are still general, to interpret what is ambiguous, clarify what is unclear, limit what is absolute, specify what is general, and explain laws that are not explicitly detailed in the Qur'an.

Therefore, to understand the hadith correctly and accurately, a tool is needed to facilitate understanding of the hadith, namely the science of hadith. The science of hadith is a discipline that guides a person to study and deepen their understanding of hadith and Islamic studies comprehensively (Hambal, 2020). It is part of Islamic religious education and is a subject taught in formal schools, particularly those under the auspices of the Ministry of Religious Affairs, including at MA Unggulan K.H. Abd. Wahab Hasbulloh Tambakberas Jombang.

Education is an effort to develop capabilities and is one of the most important aspects of our lives. Through the learning process, it is hoped that human resources can be developed to be reliable and skilled, thereby helping to accelerate the development and progress of the Indonesian nation.

Educational issues are closely related to learning issues. Learning is an essential element in the implementation of education, so the quality of education is closely related to the quality of learning (Zagoto& Dakhi, 2018). The learning process conducted in schools, which serve as bridges to various fields of knowledge, includes religious and general knowledge, such as the science of hadith, tafsir, aqidah akhlak, fiqh, Qur'an hadith, mathematics, science, social studies, English, Indonesian, Arabic, and other languages.

One indicator of success in the learning process can be seen from students' learning outcomes. The role of the teacher as a facilitator in the learning process must be able to encourage students to be active by applying various active learning models and methods to improve students' learning outcomes (Umbaryati, 2016).

The 2013 curriculum has its own distinctive characteristics, namely the implementation of a scientific approach in the learning process (Wardani & Syukur, 2019). The learning process, which was initially one-way (teacher-student), becomes two-way (teacher-student and student-teacher) and is then linked to the students' surroundings, requiring students to be more active, not just the teacher. The implementation of the K13 curriculum in learning with a scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through stages such as observing (to identify or discover problems), formulating problems, proposing or formulating hypotheses, collecting data using various techniques, analyzing data, drawing conclusions, and communicating the concepts, laws, or principles found (Diani, 2016).

These aspects are what draw the author's interest to conduct research at MA Unggulan K.H. Abd. Wahab Hasbulloh. The author believes that it is necessary to implement teaching methods that allow students to satisfy their curiosity through systematic processes as outlined in scientific steps. It is through this series of scientific learning processes that students will find meaning in learning, which can help them optimize their cognitive, affective, and psychomotor abilities.

Based on the above issues, the researcher is driven to conduct a study focusing on "Improving Student Learning Outcomes Through the Scientific Approach Method in the Subject of Hadith Science in Class XI Religion at MA Unggulan K.H. Abd. Wahab Hasbulloh Tambak Beras Jombang."

METHOD

The research design in this study employs a quantitative approach with a pre-experimental method. This study uses a One Group Pretest-Posttest design, involving a single group of subjects. According to Sugiyono (2014), the trial design diagram is described as follows:

$$O_1 \ X \ O_2$$

Figure 1 Trial Design

Description:
- O_1 is the pretest to determine the improvement in students' learning outcomes before using the scientific approach method.
- O_2 is the posttest to determine the improvement in students' learning outcomes after using the scientific approach method.
- X is the treatment that applies the scientific approach method during the learning process.
The difference between O1 and O2 is assumed to be the effect of the treatment.

The population in this study refers to all eleventh-grade religious studies students in the second semester at MA Unggulan K.H. Abd. Wahab Hasbulloh Tambakberas Jombang in the 2023/2024 academic year. The sample used in this study consists of 34 students from the eleventh-grade religious studies class at MA Unggulan K.H. Abd. Wahab Hasbulloh. The data collection technique used in this study is the learning outcome test. The instrument used in this study is the Learning Outcome Test Sheet. The data analysis technique in this study uses descriptive statistical analysis. According to Purwanto (2000), the criteria for interpreting students' level of understanding are as follows:

Table 1 Criteria for Student Learning Outcomes Level

Understanding Level (%)	Score	Predicate
100-85	A	Excellent
85-75	B	Good
75-60	C	Fair
60-54	D	Poor
54-0	E	Very Poor

The analysis of the test scores is calculated using the formula:

$$\text{Score} = \left(\frac{\text{Total Score Obtained}}{\text{Maximum Score}} \right) \times 100\%$$

The improvement in students' learning outcomes is analyzed using the pretest and posttest results, employing the normality test (N-Gain) with the formula (Meltzer, 2002 in Prihatiningtyas, 2020):

$$\text{Score} = \left(\frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}} \right)$$

The N-Gain criteria (improvement in students' learning outcomes) are as shown in Table 2 below.

Table 1 Gain Score Categorization

Gain Score Interval (N-Gain)	Category
N-Gain ≥ 0,7	High
0,3 ≤ N-Gain < 0,7	Medium
N-Gain < 0,3	Low

RESULT AND DISCUSSION

Result

The data collected in this study are the pretest and posttest scores related to student learning outcomes on the subjects of Qudsi Hadith and Marfu' Hadith using the scientific learning method. The tests were conducted to determine the extent to which students could achieve learning objectives and to assess their learning outcomes (cognitive aspect) regarding the knowledge or concepts they had mastered. The student learning outcome tests for both the pretest and posttest consisted of 10 multiple-choice questions. In this study, the tests were administered twice: an initial test (pretest) and a final test (posttest).

Table 3 Pretest, Posttest, and N-Gain Scores

Student	Pretest	Postest	N-Gain Score	N-Gain Score Percentage (%)	Category
Student 1	50	70	0,4	40,0	Medium
Student 2	70	80	0,3	33,3	Medium
Student 3	30	90	0,9	85,7	High
Student 4	70	80	0,3	33,3	Medium
Student 5	70	90	0,7	66,7	Medium
Student 6	70	90	0,7	66,7	Medium
Student 7	50	90	0,8	80,0	High
Student 8	80	90	0,5	50,0	Medium
Student 9	70	90	0,7	66,7	Medium
Student 10	80	90	0,5	50,0	Medium
Student 11	80	100	1,0	100,0	High
Student 12	60	70	0,3	25,0	Low
Student 13	50	70	0,4	40,0	Medium
Student 14	80	90	0,5	50,0	Medium
Student 15	70	100	1,0	100,0	High
Student 16	40	70	0,5	50,0	Medium
Student 17	90	100	1,0	100,0	High
Student 18	80	90	0,5	50,0	Medium
Student 19	80	90	0,5	50,0	Medium
Student 20	80	90	0,5	50,0	Medium
Student 21	70	80	0,3	33,3	Medium
Student 22	80	90	0,5	50,0	Medium
Student 23	90	100	1,0	100,0	High
Student 24	90	90	0,0	0,0	Low
Student 25	80	90	0,5	50,0	Medium
Student 26	90	100	1,0	100,0	High

Student 27	80	100	1,0	100,0	High
Student 28	50	90	0,8	80,0	High
Student 29	90	90	0,0	0,0	Low
Student 30	80	100	1,0	100,0	High
Student 31	50	90	0,8	80,0	High
Student 32	60	90	0,8	75,0	High
Student 33	60	90	0,8	75,0	High
Student 34	80	100	1,0	100,0	High
Average pretest score			70,6		
Average posttest score			89,1		
Average N-Gain score			0,6		High

Discussion
1. **Student Learning Outcomes**

Based on Table 3, the test results conducted by the students, namely the pretest and posttest results, have been shown. From these results, it can be seen that several students have understood the material on Hadith Qudsi and Hadith Marfu', as indicated by test scores above the minimum mastery criterion (KKM), which is 78. The following table shows how many students had already grasped the concepts before using the scientific method.

Table 4 Classification Results of Pretest Scores

No	Score	Frequency	Category
1	100-85	5	Very good
2	85-75	12	Good
3	75-60	7	Fair
4	60-54	3	Very poor
5	54-0	7	Extremely poor

Based on Table 4, it can be concluded that there are 17 students who fall into the categories of very good and good, indicating a good understanding of the taught material. This includes 5 students in the very good category and 12 students in the good category. However, there are 7 students in the fair category, meaning they have a relatively low understanding of the material. Additionally, there are 10 students classified as very poor and extremely poor (3 students in the very poor category and 7 students in the extremely poor category). This indicates a group of students with very minimal understanding of the material. Based on these pretest results, the researcher identified a need to improve overall student learning outcomes. One of the steps taken by the researcher was to implement the scientific approach method in the learning process. The scientific approach is expected to increase student engagement, help them understand the taught concepts, and enhance their analytical and critical abilities (Armadi, 2017). With this method, a significant improvement in student learning outcomes is expected in subsequent tests. After implementing the scientific approach method, the results obtained are as shown in Table 5. The table below shows the number of students who understood the concepts after using the scientific approach method.

Table 5 Classification Results of Student Posttest Scores

No	Score	Frequency	Category
1	100-85	27	Very good
2	85-75	3	Good
3	75-60	7	Fair
4	60-54	-	Very poor
5	54-0	-	Extremely poor

Based on Table 5, there are student score categories after learning with the scientific approach method. The majority of students achieved scores in the "Very Good" and "Good" categories, totaling 30 students. Seven students scored in the "Fair" category. No students scored in the "Very Poor" or "Extremely Poor" categories. From the analysis of Table 5, it can be concluded that there was an improvement in learning outcomes after implementing the scientific approach method. This

can be seen from the distribution of student scores, with the majority falling into the "Very Good" and "Good" categories. The researcher has established that students experience improved learning outcomes if their scores after using the scientific approach method are higher than their pretest scores and above the Minimum Mastery Criteria (MMC), which is a score of 78.

Thus, the posttest results indicate that students have experienced improved learning outcomes after using the scientific approach method. This is supported by the number of students achieving scores in the "Very Good" and "Good" categories, indicating a good understanding of the material after the learning process.

This demonstrates that the scientific approach method can be used as an alternative to improve student learning outcomes (Putri& Ardi, 2021). Safitri&Sukma (2020) also explains that the purpose of using the scientific approach is to enhance students' cognitive abilities, train them to think critically, solve problems in a structured manner, improve their learning outcomes, create a learning environment where students feel that learning is crucial in life, significantly enhance students, train students to communicate ideas, and foster a more positive character towards students

2. **Learning Outcomes Improvement**

Based on Table 3, an average N-Gain score of 0.6 was obtained, which falls into the moderate category. This N-Gain score indicates a significant improvement in learning outcomes for students in the subject of Hadith Studies at MA Unggulan K.H. Abd. Wahab Hasbulloh. The N-Gain value itself was derived from the analysis of pre-test and post-test results. In summary, the results of the learning outcomes test can also be seen in Figure 1 as follows.
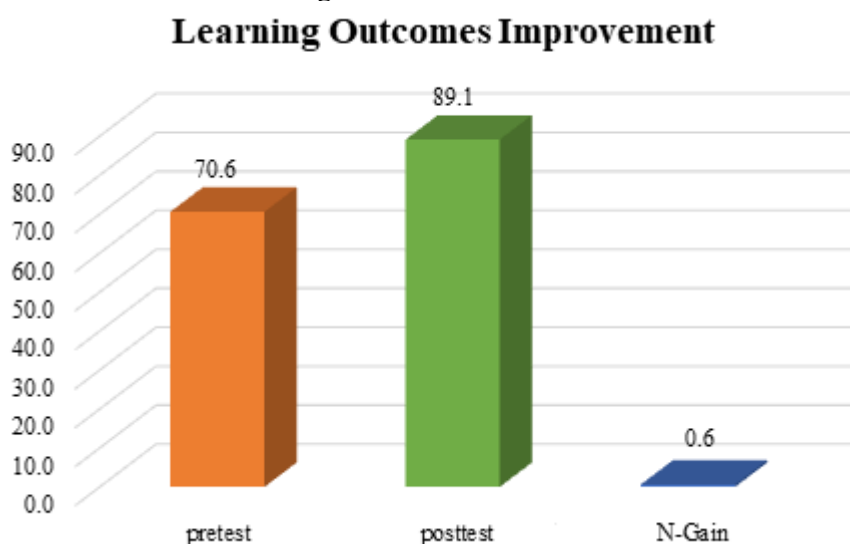

Figure 1. Graph of Learning Outcome Improvement Test Results

Based on Figure 1, the analysis of pre-test and post-test results shows a significant improvement in learning outcomes for students in the Hadith Studies class, grade XI at MA Unggulan K.H. Abd Wahab Hasbulloh. According to the graph above, it can be observed that before the pre-test, all students had an average score of 70.6. This was because the students did not yet understand concepts that had not been studied. However, after implementing learning using the scientific approach method, it was found that in the post-test, all students had an average score of 89.1. Based on these results, it is evident that the students' abilities improved positively after implementing learning using the scientific approach method. The scientific approach method emphasizes the process of seeking knowledge related to learning materials through activities that provide varied learning experiences, develop scientific attitudes, encourage a school ecosystem based on scientific activities, challenge and motivate students to enhance their cognitive abilities, train students to think critically, solve problems in a structured manner, improve student learning outcomes, create learning conditions where students feel that learning is crucial in life, significantly enhance students' personal development, train students to communicate ideas, and foster more positive character traits.

Based on the pre-test and post-test results obtained, to determine the improvement in student learning outcomes, the Normality Test (N-Gain) was conducted. The average N-Gain value in this

study was 0.6, falling into the moderate category. The improvement in student learning outcomes is due to the students' adaptation to the scientific approach method in learning (Maryani & Fatmawati (2018). By employing the appropriate approach method in the learning process, it creates an effective, efficient, and enjoyable learning atmosphere, thereby facilitating students in receiving and managing the information they receive. Based on the above description, it can be concluded that the use of the scientific approach method in learning can improve student learning outcomes (Lisnamayanti et al, 2020).

CONCLUSIONS

Based on the description and data analysis obtained during the research conducted in class XI Agama 2 at MA Unggulan K.H. Abd. Wahab Hasbulloh with 34 female students as the research subjects, the following conclusions can be drawn:

1. The students' learning outcomes after being taught using the scientific approach method in the Hadith Science subject showed improvement. This can be observed from the distribution of student grades after learning, where the majority of students achieved grades in the "Very Good" and "Good" categories according to the predefined criteria.
2. There was an improvement in students' learning outcomes after being taught using the scientific approach method in the Hadith Science subject. This is evidenced by the analysis of post-test scores showing a higher distribution of grades compared to scores before learning (pre-test), and the majority of students achieved scores above the Minimum Mastery Criteria (KKM).

Therefore, it can be concluded that the implementation of the scientific approach method in the Hadith Science subject contributes positively to students' learning outcomes by demonstrating an improvement in understanding the material.

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