

Development of Quran Hadith Teaching Materials in Improving Student Learning Outcomes in Madrasah Ibtidaiyah

Nurul Makrifah

STIT Al-Ibrohimy Bangkalan, Indonesia

ryfa93@gmail.com

Nur Fauzi

Institut Syaichona Moh. Cholil Bangkalan, Indonesia

fauzi87@gmail.com

Abstract

Quran Hadith subjects are very important to be mastered by students considering the importance of the Quran Hadith as a source of Islamic teachings. However, the reality in Madrasah Ibtidaiyah, students do not fully understand the Quran Hadith. One of the factors is that the teaching materials used do not encourage increased student learning outcomes, therefore, it is necessary to develop Quran Hadith teaching materials to improve the learning outcomes of students. This study aims to produce a design of Quran Hadith teaching materials to improve learning outcomes, describe the implementation of Quran Hadith teaching materials that have been developed to improve learning outcomes, describe the effectiveness of developing Quran Hadith teaching materials to improve learning outcomes. This type of research is a development research with reference to the ADDIE development model which consists of five stages, including the stages of analyze, design, develop, implement, evaluate. The results of the study indicate that the design of the development of Quran Hadith teaching materials to improve learning outcomes refers to the ADDIE development model, and is based on the principles of developing teaching materials which include the accuracy of coverage and accuracy of content, completeness of components, presentation of language and appropriate illustrations. The implementation of teaching materials was carried out 4 times in a limited trial, and 6 meetings in a broad

trial. The development of Quran Hadith teaching materials to improve learning outcomes was declared effective with an increase in student learning outcomes in the psychomotor aspect with an average pretest score of 73, and a post-test of 91, with an increase in N-Gain of 0.66 in the moderate category. From the cognitive aspect, the pretest results showed an average score of 68.5, the average post-test score of 85.75 with an increase in N-Gain of 0.54 in the

Keywords: *Quran Hadith, Teaching Materials, Learning Outcomes*

Abstrak

Mata pelajaran Quran Hadits sangat penting dikuasai oleh peserta didik mengingat pentingnya Quran Hadits sebagai sumber ajaran Islam. Namun, realita di Madrasah Ibtidaiyah, siswa belum memahami secara utuh mengenai Quran Hadits. Salah satu faktornya adalah bahan ajar yang digunakan tidak mendorong pada peningkatan hasil belajar siswa, oleh karena itu, perlu adanya pengembangan bahan ajar Quran Hadits untuk meningkatkan hasil belajar siswa MI. Penelitian ini bertujuan menghasilkan desain bahan ajar Quran Hadits untuk meningkatkan hasil belajar, mendeskripsikan implementasi bahan ajar Quran Hadits yang telah dikembangkan untuk meningkatkan hasil belajar, mendeskripsikan efektifitas pengembangan bahan ajar Quran hadits untuk meningkatkan hasil belajar. Jenis penelitian ini merupakan penelitian pengembangan dengan mengacu pada model pengembangan ADDIE yang terdiri atas lima tahapan, di antaranya tahapan *analyze, design, develop, implement, evaluate*. Hasil penelitian menunjukkan bahwa desain pengembangan bahan ajar Quran Hadits untuk meningkatkan hasil belajar mengacu pada model pengembangan ADDIE, dan berdasarkan pada prinsip-prinsip pengembangan bahan ajar yang meliputi ketepatan cakupan dan kecermatan isi, kelengkapan komponen, penyajian bahasa dan ilustrasi yang tepat. Implementasi bahan ajar dilakukan 4 kali pertemuan dalam uji coba terbatas, dan 6 x pertemuan dalam uji coba luas. Pengembangan bahan ajar Quran Hadits untuk meningkatkan hasil belajar dinyatakan efektif dengan adanya peningkatan hasil belajar siswa pada aspek psikomotorik dengan rerata skor pretest 73, dan post-test 91, dengan peningkatan N-Gain 0.66 dalam kategori sedang. Dari aspek kognitif, hasil pretest menunjukkan rerata skor 68.5, hasil rerata skor post-test 85.75 dengan peningkatan N-Gain 0.54 dalam kategori sedang.

Kata kunci: Pengembangan, Bahan Ajar Quran Hadits, hasil belajar.

A. Introduction

Education is one of the main components in improving quality human resources to face global competition. Therefore, efforts need to be made so that education in Indonesia is in accordance with the national education goals stated in the opening of the 1945 Constitution, namely to educate the nation. Human resources are one of the pillars of a country. Education is a place for developing human resource evaluation and a pillar of national development that must be managed interactively and professionally (Naway, 2016). Interactive and professional here depend on the learning process carried out by educators by reviewing several components in learning.

Learning according to Kimble and Garnezy is a relatively fixed behavior and is the result of repeated practice (Huriah, 2016). Thus, both educators and students have an important role in the effectiveness of learning. The effectiveness of learning depends on many things, including the role and professionalism of educators, the completeness of the curriculum, the perfection of teaching materials and subject matter, the availability of facilities and infrastructure, and the enthusiasm of students. And no less important than the above factors is the family factor. However, one of the important instruments in learning activities and influencing the effectiveness of students is teaching materials. Teaching materials are all forms of materials used to assist teachers or education personnel in carrying out learning activities. The materials in question can be written or unwritten materials. Teaching materials are also interpreted as a set of learning materials or substances (teaching materials) that are arranged systematically, presenting a complete figure of the competencies that will be mastered by students in learning activities (Prastowo, 2013).

It is stated in National Education System, number 8 of 2016 concerning books used by Educational Units that textbooks are the main operational tools for implementing the curriculum. The existence of this regulation shows the importance of teaching materials in the form of textbooks, so they must be regulated in such a way

through the Regulation of the Minister of Education and Culture. Furthermore, it is also stated in PP Number 19 of 2005 that educational units are required to have facilities that include furniture, educational equipment, educational media, books and other learning resources and other equipment needed to support a regular and sustainable learning process.

The requirement of educational facilities including teaching materials books feels very reasonable considering the need for credible and relevant learning resources for students at every level. The main teaching materials used in learning Islamic Religious Education in Madrasahs include the Al-Qur'an Hadith, Akidah Akhlak, History of Islamic Culture, Fiqh and Arabic. The 2013 Curriculum has been provided by the Indonesian Ministry of Religious Affairs. The teaching materials published are in the form of Teacher Books and Student Books. When analyzed in terms of appearance, the student books published by the Indonesian Ministry of Religious Affairs are not very attractive to some students. Although the book is already large in size (A4), with a variety of colors. The presence of pictures in the student book is also not enough to attract the attention of some students.

Al-Qur'an Hadith is part of Islamic religious education subjects which are given to understand and practice the Al-Qur'an so that they are able to read fluently, translate, summarize the contents, copy and memorize selected verses as well as understand and practice hadiths. Selected hadith as a deepening and expansion of the study of Al-Qur'an Hadith lessons from Madrasah Ibtidaiyah and as preparation for following the next level of education.

Studying the Qur'an and Hadith aims to make students enjoy reading the Qur'an and Hadith correctly, and study them, understand them, believe in their truth, and practice the teachings contained therein as guidance and guidelines in all aspects of life. Thus, learning the Qur'an and Hadith has a more special function compared to others in terms of studying the Qur'an. Learning the Qur'an and Hadith in MI emphasizes the learning process that is oriented towards the basic skills that a Muslim must have

regarding both sources of teachings. Among them are the ability to read, write, memorize, interpret, understand, and practice the Qur'an and Hadith (Rasikh, 2019). In order to meet the learning targets for MI students, a teacher must of course prepare the learning approaches that will be used in delivering the material. In addition, a good educator is also required to prepare learning resources and learning media well in order to achieve the learning objectives that will be delivered.

B. Methods

1. Types of research

This research is a development research or Research and Development (R&D). Development research is a type of research that is oriented towards product development. According to Sugiyono, this research method is used to produce certain products and test the effectiveness of the product (Sugiyono, 2015). Meanwhile, according to Nana Syaodih Sukmadinata, research and development is a process or steps to develop a new product or improve an existing product that can accountable (Sukmadinata, 2005). The model of this R&D is ADDIE which means Analyze, Design, Develop, Implement, and Evaluate.

2. the sample population or subject of the research;

a. Population

Population is the entire object of research or also called universe (Arifin, 2012). Population is formulated as all members of a group of people, events or objects that have been clearly formulated, or a larger group that is the target of generalization (Taniredja and Hidayati, 2012). Population can be humans, animals, plants, air, symptoms, values, events, attitudes, and so on, so that these objects can be sources of research data (Bungin, 2005). Based on this statement, it can be

interpreted that the population is all the research subjects that are investigated and the results are generalized or applied to the subjects. In this study, the population is are all students of MI An-Nuriyah, Kwanyar District odd semester.

b. Sample

The sample used in this study were grade 1 students of MI An-Nuriyah Morombuh Kwanyar Bangkalan, grade 1, and MI Daru Salam grad 1.

c. Research Subject

Students of MI An-Nuriyah Bangkalan which totals 24 students, and MI Daru Salam totals 23 students.

3. Data collection techniques and instrument development

Data collection techniques used in this study include questionnaires, interviews, tests, and documentation.

C. Data analysis techniques.

Data analysis techniques aim to process data collected from questionnaires and student learning outcome tests. Data analysis is divided into two types, namely qualitative data analysis and quantitative data analysis. Qualitative data analysis used in the research. This development is in the form of a presentation of qualitative data from experts, and respondents in the field trial. Qualitative data sources come from direct interviews with informants and responses. Written data filled in on the questionnaire instrument. Qualitative data is also used as a guideline for product improvements development, apart from the questionnaire assessment. In addition, the researcher describes the shortcomings in the content of the teaching materials, and explains the content of the teaching materials that are in accordance with the principles of teaching materials development.

Quantitative Data Analysis is used for validation result data analysis. The validation analysis of teaching materials is obtained through the value on the expert validation questionnaire sheet. This analysis is carried out by averaging the scores of each component that have been given by the validators. The data analysis techniques for validating teaching materials include teaching material validation instruments, assessment sheet instruments, and student speaking skills test instruments. The data obtained are analyzed by averaging the scores of each aspect. The results of the validation carried out by the validator, whether the teaching materials that have been validated are very valid, valid, quite valid, less valid, and very invalid. The assessments of the validators are then adjusted to the assessment criteria.

D. Results and Discussion

1. Analysis

a. Research Location Description

MI An-Nuriyah is an elementary school established under the Darul Rohman Islamic Boarding School Foundation. This school is located in Morombuh Village, Kwanyar, Bangkalan. MI An-Nuriyah was established on July 1, 2003, and received a decree from the government on December 12, 2005. One of the visions of this school is to excel in 3 languages, namely Indonesian, Arabic, and English. The geographical location of this school is in the interior of the village. Thus, this school implements several local contents. One of these local contents is English. English is implemented so that students are not left behind by the times related to international languages in facing globalization.

b. Problems faced by teachers

The problem faced by teachers is how to develop teaching materials. Teachers sometimes provide materials or teaching materials that are too broad or too little, sometimes too deep or too shallow. In fact, the order of presentation is not right, and the type of teaching material is not in accordance with the competencies that

students want to achieve. As a result, the results of the learning carried out deviate from the established curriculum. The impact in learning the Quran and Hadith, students have difficulty in following the learning. In fact, students feel discouraged in following the learning packaged by their teachers and it seems to be difficult learning.

On the other hand, curriculum development that is centered on student needs, and takes the side of regional needs, has implications for the method of developing teaching materials used as learning resources and guides for student activities, both in class and at home. This means that the characteristics of such curriculum development lead to the provision of representative teaching materials. The importance of teaching materials manifested in the form of posters is expected to be able to play a major role in language learning in the classroom.

2. Design

Teaching Material Development Design is used for identifying students' abilities in the Quran Hadith, provides input for compiling teaching material designs that can improve student learning outcomes. For this reason, a guideline is needed that can be used as a guideline in compiling teaching materials. This guideline is based on the development of child psychology and socio-cultural where the learning of the Quran Hadith is carried out. The printed teaching materials developed are in the form of posters. With these teaching materials, it is hoped that grade 1 students can learn how to read the hijaiyah letters easily, quickly, fluently, pronounce them fluently and know their pronunciation. The development of Quran Hadith teaching materials for student learning outcomes is developed by considering the accuracy and precision of coverage, language presentation, illustrations, and completeness of components.

3. Develop

a. Development of Teaching Materials

The teaching materials to be created have previously been arranged in a conceptual framework at the design stage. At this third stage, the researcher began to create the product. Where at this development stage, the framework that is still in the

form of concepts is realized to become a product that is ready to be applied to learning. In addition to compiling teaching materials, the researcher validated the product against several experts and provided a student response questionnaire to assess the feasibility of the teaching materials.

b. Validation of Teaching Materials

The developed teaching materials were validated by two validators who are experts in the field of compiling teaching materials and experts in the field of Quran Hadith. The components of the teaching materials to be validated include four aspects, namely the accuracy of the content and the accuracy of the coverage, language presentation, illustrations, and completeness of the components. The accuracy of the content concerns the material, exercises and assignments that are relevant to the curriculum and competencies that must be mastered by students as well as the proportional number of exercises and questions. The completeness of the components relates to the competencies that must be mastered by students such as the presentation of the table of contents, reference sources, materials presented in accordance with the development of students, materials in accordance with the context of everyday life, encouraging students' curiosity.

Language presentation includes the accuracy of spelling, accuracy of diction and terms, accuracy of sentence structure, language used in accordance with the context of the school and home environment, sentence length according to the child's level of understanding, sentence structure according to student understanding. Illustration presentation is related to image illustrations, writing the source from which the image is taken, the appearance of teaching materials is interesting and varied, and the presentation has good contrast. The results of the recapitulation of teaching material validation from the aspects of content accuracy and coverage accuracy are 4.58 (very valid), completeness of components 4.38 (valid), language presentation aspect 4.56 (very valid), illustration presentation 4.08 (valid), so that the average score from all aspects is 4.40 with a valid category mode. The aspects are, Aspects of content accuracy and coverage accuracy, Completeness of components, Aspects of language presentation, and Illustration.

Table 1. Recapitulation of Teaching Material Validation

No	Validated aspects	Results	Information
1	Accuracy of Content and Coverage	4.58	Very valid
2	component completeness	4.38	Valid
3	Language presentation	4.56	Very valid
4	Illustration	4.08	Valid
Validity Category Mode		4.40	Valid

c. Student Responses to Teaching Materials

Student response questionnaires serve to determine the suitability of teaching materials. Assessment of student response questionnaires using a Likert scale with the formula showed that 93% of students considered the Quran Hadith teaching materials to improve learning outcomes in the "very good" category.

4. Implement

a. Limited testing

At this stage, the researcher conducted a product trial carried out on 24 students of class 1 MI An-Nuriyah accompanied by the provision of student response questionnaires to determine whether the teaching materials made were effective in learning the Quran Hadith, so that if all these students stated a lack of effectiveness, or lack of understanding of the teaching materials, the researcher could improve it again before being tested for a large group. At the small group trial stage, pre-test and post-test activities were carried out. This pretest aims to determine the initial abilities of students regarding the lessons to be delivered. The pretest consists of a test of

students' abilities in the Quran Hadith subject based on the material that has been studied before the application of the Quran Hadith teaching materials to improve learning outcomes.

The trial was carried out using a One-Group Pretest-Posttest Design research design with the following pattern,

Table 2. One-Group Pretest-Posttest Design

O1	X	O2
Pre-test	Treatment	post test

Information:

O1 = initial test (*pretest*), to determine student learning outcomes before learning by using Quran Hadith teaching materials to improve learning outcomes.

O2 = final test (*posttest*), to determine student learning outcomes after learning using the Quran and Hadith teaching materials. To improve learning outcomes

X = treatment, learning using Quran Hadith language teaching materials to improve speaking skills.

b. General Test

The extensive test was conducted after revising the teaching materials after the limited test. Furthermore, a field trial was conducted to assess the feasibility of the product at the population level. The field trial stage was carried out in 6 meetings on all 24 students of class 1 of MI An-Nuriyah and students of class 1 of MI Daru Salam. A post-test was also given at the end of the activity with the aim of determining the

level of students' speaking ability after using the teaching material product. This post-test is useful for obtaining an overview of the abilities achieved after the lesson ends.

5. Evaluate

Learning outcomes are tested with written and reading tests , then the assessment is presented in the form of numbers. The results of student learning with learning using poster teaching materials are the number of students with a high category of 4 or 10%, the number of students with a medium category of 33 or 85.2%, the number of students with a low category of 3 or 7.5%.

E. Conclusion

Quran Hadith teaching materials is developed systematically in accordance with the principles of developing teaching materials. Among them , the accuracy of coverage and accuracy of content by referring to the applicable curriculum, relevant theories, such as educational theory, child development, learning psychology, children's language needs, and Quran Hadith teaching theory , books or references that support learning. Then the illustration, Illustrations are communicative with elements of form, illustration, color, and typography displayed interrelated with each other.

Quran Hadith teaching materials to improve student learning outcomes, limited and extensive tests were conducted. Limited tests were conducted for one month at MI An-Nuriyah to determine the feasibility of the initial product design. The score results at the pretest stage were 2.86. In the limited trial stage, the researcher conducted a student response questionnaire regarding the product, validation from several experts, and a post-test was conducted in a limited test with an average score of 3.38. In the limited test, an increase was found with an N-Gain of 0.46 with a "moderate" increase category. With the increase in student learning outcomes in the Quran Hadith , as well as 92.6% of student responses stating that the teaching materials were in the very good category, it was continued with a wide trial at MI An-Nuriyah and MI Daru Salam for 6 meetings.

The effectiveness of Quran Hadith learning during the use of poster teaching materials to improve learning outcomes has increased, both from the cognitive and psychomotor aspects of students. From the cognitive aspect, the pretest results showed an average score of 68.5, the average post-test score of 85.75 with an increase in N-Gain of 0.54 in the moderate category. From the psychomotor aspect, the average pretest score was 73, and the post-test was 91, with an increase in N-Gain of 0.66 in the moderate category.

F. Daftar Pustaka

- Abdul Majid, (2009). *Perencanaan Pembelajaran* (Bandung: PT. Remaja Rosda Karya Offset).
- Ali Mudlofir dan Masyhudi Ahmad, (2009). *Pengembangan Kurikulum dan Bahan Ajar*, (Surabaya: PT. Revka Petra Media,).
- Andi Prastowo, (2016). *Pengembangan Bahan Ajar Tematik*, (Jakarta: Prenada Media Group).
- Ar Rasikh, (2019). Pembelajaran al-Qur'an Hadits di Madrasah Ibtidaiyah: Studi Multisitus pada MIN Model Sesela dan Madrasah Ibtidaiyah at Tahzib, *Jurnal Penelitian Keislaman* Vol.15, No.1.
- Arif Sirojul Mustafid, at all. (2023). "Pengembangan Bahan Ajar Al-Qur'an Hadits Menggunakan Pendekatan Tahapan Perkembangan Anak untuk Peserta Didik Madrasah Ibtidaiyah" al-tarbawi al-haditsah, (Vol 8, No 1).
- Athiyyaturrahmah Athiyyaturrahmah, Nurul Zainab, (2024). "Pengembangan Bahan Ajar Al- Qur'an Hadits Berbasis Digital dalam Meningkatkan Minat Belajar Siswa" Nusantara, Jurnal Pendidikan Indonesia, vol. 4, No. 1,.
- Burhan Bungin, (2005). *Metodologi Penelitian Kuantitatif*. (Jakarta: Prenada media,).
-

- Hasanuddin, Pengembangan bahan ajar melalui pendekatan saintifik mata pelajaran al Qur'an Hadits kelas VII di MTs Negeri Krian Sidoarjo, tesis, UIN Maulana Malik Ibrahim, Malang.
- Hudri. (2017) "Pengembangan Bahan Ajar IPS Integratif Tema Peduli Lingkungan Sosial Pada Peserta Didik Kelas III Madrasah Ibtidaiyah Nahdlatul Wathan 1 Kembang Kerang Lombok Timur". (Yogyakarta: UIN Sunan Kalijaga), 12
- Lilik Huriyah, (2016). "Peran Perpustakaan Keluarga dalam Meningkatkan Minat dan Keterampilan Membaca Anak", *Joies, Journal of Islamic Education Studies*, (vol. 1. No. 1, Juni), 70. Retrieved from <http://jurnalpps.uinsby.ac.id/index.php/joies/article/view/4>
- Nana Syaodih Sukmadinata, (2005). *Metode Penelitian Pendidikan*, (Bandung: PT Remaja Rosdakarya).
- Naway, Fory A. (2016). *Strategi Pengelolaan Pembelajaran*. (Gorontalo: Ideas Publishing).
- Risa Hartati, (2016). "Peningkatan Aspek Sikap Literasi Sains Siswa SMP melalui Penerapan Model Problem Based Learning pada Pembelajaran Ipa Terpadu", *Edusains*, (vol.8, No.1).
- Sugiyono, (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta).
- Thobroni, M. (2015). *Belajar dan Pembelajaran Teori dan Praktik*. (Yogyakarta: Ar-Ruz Media).
- Tukiran Taniredja dan Hidayati Mustafidah, (2012). *Penelitian Kuantitatif*. (Bandung: Alfabeta).
- Zainal Arifin, (2012). *penelitian pendidikan metode dan paradigma baru*. (Bandung: RemajaRosdakarya,
-