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The Implementation of Qur'an Hadith Learning Using Blended Learning at MTs. DDI Amparita, Tellu Limpoe District, Sidenreng Rappang Regency (Supervised by Muhammad Saleh and Ahdar)

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Article Info

ABSTRACT

This research aims to examine the planning of the blended learning model in Qur'an Hadith education for students at MTs DDI Amparita and to assess its implentation. The research employs a descriptive qualitative approach and was conducted at MTs DDI Amparita in Sidenreng Rappang Regency. Data collection techniques include interviews, observations, and documentation. Data analysis was performed using an interactive qualitative method, involving data reduction, data presentation, and conclusion drawing after verification. The findings indicate the implementation of the blended learning model in Qur'an Hadith education for students at MTs DDI Amparita. The implementation involves preparing learning tools suitable for blended learning, setting up specific media for online learning, and ensuring student engagement and comprehension through interactive questioning during material delivery. The effectiveness of using the blended learning model in Qur'an Hadith education at MTs DDI Amparita is significant. From the perspective of teacher competency in online learning, the process is running quite well as teachers have developed the ability to manage online learning through various online platforms. The implications of implementing blended learning include providing teachers with opportunities to collaborate with their peers and engage in online professional development. They can share experiences, teaching methods, and learning resources, and support each other in facing challenges and finding solutions in online learning. This model enables teachers to continuously develop their skills and knowledge through available online training and learning resources.

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INTRODUCTION

Education has a role in shaping or changing human nature from not knowing to knowing, from not having manners to having manners and from not having skills to having skills. This can be seen from the formulation of education that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the necessary skills. himself and society. Therefore, in responding to competition in today's increasingly sophisticated modern era, therefore, the first step in responding to developments in this era is to improve the quality of Human Resources that students have in studying and deepening Education and Technology. Education is one of the important and most important keys to the quality of a nation, educational failure has a big influence on the failure of the next generation of this nation. Therefore, education in Indonesia must be improved as best as possible so that students can receive a good and equitable education.

The phenomenon of using the internet and accessing social media via electronic devices has become a new lifestyle for modern society, seen in the information access behavior patterns of generations of people throughout the world, including generations of people in Indonesia in searching for various types of

information needs. With the convenience facilities brought by globalization, education must be able to balance and take advantage of the convenience provided by current technology. Because, if education cannot keep up with the times, it is certain that education will be left behind and we will experience decline. Education in Indonesia must be able to balance and keep up with the times, so that the educational achievements that have been dreamed of can be achieved. Face-to-face methods and online methods are very appropriate to combine because the advantages of both methods are very suitable for use in today's learning era. This is in line with Istiningsih's opinion that blended learning is a mixture of two or more learning strategies or methods to get the expected learning results. Sjukur also revealed that blended learning is a combination of traditional learning characteristics and an electronic learning environment or blended learning. combining aspects of blended learning (electronic format) such as web-based learning. By applying blended learning-based learning, it is hoped that education will be able to foster students' interest in learning in participating in the learning process. Because with this learning, students not only study in the classroom with the teacher, but students can study at home using the sophistication of the internet.

The influence of the blended learning method has an effect on the sharpness of thinking and the growth of thinking patterns in learning. One of the important effects that arises is multiple intelligence in students. Intelligence is the abilities that a person has. The abilities possessed by a person will not all be the same as the abilities possessed by other people, because there are many types of abilities (various), and the diversity of these abilities is called multiple intelligences. Regarding the teaching and learning process in education, a teacher is required to have a thorough character in considering various aspects of learning, including the approaches and strategies for studying the Qur'an and Hadith that are applied. Because with a good and appropriate approach and strategy for learning Al-Qur'an Hadith, learning can create an interesting atmosphere and students will become more enthusiastic about learning and more importantly, students can more easily understand and understand what is being taught by the teacher. Teacher.

To achieve this goal, teacher methods in the teaching process must include motivation, mediation, counseling, mentoring, facilitation and evaluation.

METHODOLOGY

The research employs a descriptive qualitative approach and was conducted at MTs DDI Amparita in Sidenreng Rappang Regency. Data collection techniques include interviews, observations, and documentation. Data analysis was performed using an interactive qualitative method, involving data reduction, data presentation, and conclusion drawing after verification.

RESULTS AND DISCUSSION
Planning for the Use of the Blended Learning Model in Learning Al-Qur'an Hadith for Students at MTs DDI Amparita

Before implementing the learning method, the initial stage is planning, namely determining where the learning will go and determining how to achieve the learning objectives. Sirajuddin, S.Ag stated that

In my opinion, learning planning is a decision-making process resulting from thinking rationally about certain learning goals and objectives, namely changes in behavior and a series of activities that must be carried out as an effort to achieve these goals by utilizing all existing learning potential and resources and in its implementation, developing a syllabus can carried out by teachers independently or in groups in a school/madrasah or several schools, Subject Teacher Deliberation groups (MGMP) or Teacher Activity Centers (PKG), and the Education Office

From the interview that has been explained by the principal regarding learning planning, it can be understood that the final result of the decision making process is the preparation of a document and this document can be used as a reference and guide in implementing the learning process. Apart from that, you must also pay attention to the choice of media, where the choice of learning media, especially learning Al-Qur'an Hadith, is one of the things that determines the process of learning Al-Qur'an Hadith later. The important thing in selecting learning media is to pay attention to the situation and conditions of the students who will use the learning media. This is done so that the learning media that is recovered can help teaching staff convey the learning material of the Qur'an and Hadith correctly.

In line with what was conveyed by Mr. Rofiq, S.Pd.I, teacher of Al-Qur'an Hadith subjects, the following is an interview excerpt:

"The blended learning learning process is clear, we refer to the existing learning curriculum, then the material that we want to convey to students, then for online learning I prepare learning media because as usual I use Google Meet, Google Class Room, or perhaps the simplest media. namely the WhatsApp group which is usually used to notify students that a Google Meet or Google Class Room will be held. The difference is that we have to use tools (media) that we have to prepare. if we meet face to face, we only open the existing learning objectives and then we enter the class with the existing learning materials (perhaps what is meant by LKS) and the teaching materials used when blended learning-based Al-Qur'an Hadith learning is applied. Learning generally uses the same teaching materials as face-to-face learning, namely using

textbooks as the main teaching material and equipped with LKS (Student Worksheets) as supporting teaching materials.

The same thing was conveyed by Mr. Sirajuddin, S.Ag regarding learning planning following interview excerpts:

Learning planning includes the activities of formulating the goals to be achieved in a learning activity, the methods used to assess the achievement of these goals, the material that will be presented, how to deliver it, preparation of the tools or media used. Learning planning allows teachers to prepare and determine what actions will be taken during the learning process so that the learning process can take place effectively.

From the interview above, it can be explained that before carrying out the learning process, every educator makes a learning plan first to make the learning process easier, but the design of this learning process is different from the design before using the blended learning method.

Observations were made regarding the planning carried out by teachers at MTs DDI Amparita, especially Al-Qur'an Hadith teachers, whose activities were projecting what actions would be carried out in a lesson (PBM), namely by coordinating (arranging and responding) the components of the lesson, so that the direction of the activity (objectives), content of activities (material), ways of delivering activities (methods and techniques) and how to measure them (evaluation) become clear and systematic. This means that learning planning basically organizes and determines the components of objectives, materials, methods or techniques, as well as evaluation or assessment.

Application of the Blended Learning Model in Learning Al-Qur'an Hadith for Students at MTs DDI Amparita.
Preinstructional Stage

The pre-instructional stage or preparation stage carried out by a teacher before starting a learning process. Based on the results of the interview by Mr. Sirajuddin, S.Ag. Head of MTs DDI Amparita

In implementing Al-Quran Hadith learning using the blended learning model, the teacher first prepares a Learning Implementation Plan (RPP) for Al-Quran Hadith learning at the first and second meetings. The RPP is prepared at the beginning of the current semester by referring to the Silbus that has been prepared. made.

The explanation from the interview above is that things need to be prepared before implementing blended learning-based Al-Qur'an Hadith learning. Learning tools are a unity that is difficult to separate. It would be better if before starting learning, develop it, consisting of a syllabus into a Learning Implementation Plan (RPP) and also followed by an educational calendar into prota and promes.

Interview conducted by Rofiq, teacher of the Al-Qur'an Hadith subject regarding the steps for learning Al-Qur'an Hadith based on blended learning

Al-Qur'an Hadith learning activities are the same as learning activities in general. The activity begins with prayer and then follows the instructions given by the teacher either via WhatsApp or other social media.

Furthermore, based on observations made, the teacher always checks student attendance at the first and second meetings. Attendance is carried out before learning begins by taking attendance of students who are present. While the teacher is taking attendance, students pay attention and hear the teacher taking their attendance and this activity is carried out in offline and online classes. The next steps taken by the Al-Qur'an Hadith teacher from the interview are:

In the preparation stage, namely conducting a pretest (identifying students' initial knowledge) and conducting an apperception for approximately 5 minutes and conveying the learning objectives to be achieved.

The explanation of the interview above can be understood as the pretest is carried out by asking students about the material surrounding the Al-Qur'an Hadith material that will be taught. This is done to find out the extent of students' understanding or knowledge of the material that will be taught, during this process the students look enthusiastic. in listening and expressing opinions regarding questions given by the teacher.

Based on observations made regarding pre-instruction in learning using the blended learning model, apperception is carried out by revealing lesson material that has been previously taught, such as reviewing understanding, then the teacher guides students to link the previously taught material with the material to be taught and the final step. What is done at the pre-instructional stage itself is that the teacher conveys objectives such as practicing reading the Koran and conveying hadiths about the virtues of reading the Koran and mentioning punctuation in the Koran. Delivering objectives is done to find out what students will achieve during the learning process. Students pay attention and record what goals they will achieve during the learning process.

Instructional Stage

It cannot be denied that we now live in an era of digital technological sophistication. As times progress, the learning process should also follow existing conditions, such as blended learning methods where online learning requires a smartphone or laptop device, then internet access. The beginning of learning

☐   41

the blended learning method at MTs DDI Amparita certainly requires adjustments, as stated by the head of MTs DDI Amparita, Sirajuddin, S.Ag:

"In the beginning, every teacher had difficulties, including me, but as a team here at the madrasa, every teacher can help each other because teachers still have to go to the madrasa even though their children (students) are at the Tahfiz al-Quran Islamic boarding school, so what are the difficulties? help each other. If I'm in IT, God willing, I'll be able to keep up, I also often help other teachers in the online or on-line process which is sometimes difficult. For me personally, I don't have any difficulties.

From the interview above, it can be explained that when implementing the blended learning method regarding access to technology, the teachers initially experienced difficulties and needed adjustments. The use of the internet among students aged 5-24 years for learning activities has increased every year. This proves that students are able to access technology using mobile devices or laptops.

Based on observations made by researchers during face-to-face learning, the teacher conditions all students before delivering the material. In the Al-Qur'an Hadith subject, the learning content contains more material when the teacher delivers the material, interspersed with asking questions so that students actively interact and ensure that students understand what the teacher is conveying. There are also students who do not understand what is being explained so the teacher re-explains the material. For example, in learning the Al-Qur'an Hadith itself, during face-to-face learning for practice, the teacher calls the students one by one to come forward and read one verse or several short surahs, from here the teacher can find out the students' abilities in reading the Qur'an. .

The blended learning model is considered appropriate and can be used as an alternative learning model that is able to combine synchronous and asynchronous learning processes. Blended learning has three definitions, namely mixing learning interaction media, combining learning approaches or methods, and combining online and face-to-face lessons.

Evaluation

Evaluation of the Blended Learning method has obtained data regarding the implementation of evaluation in learning Al-Qur'an Hadith.

I have delivered the material online, followed by an explanation via live video zoom. After completing the delivery of the material, the teacher gives assignments in the form of written and oral tests taken from the material presented, after that the teacher asks students to collect the results of their work to then correct the grades for the written assignments. This will be entered into the daily assessment (PH), mid-semester assessment (PTS) and final semester assessment (PAS) columns and then used as a report card. Once the final results are known, the teacher can conclude how far the students can understand and master the material that has been taught. Then the teacher evaluates the steps in the Blended Learning method.

The explanation from the interview above is that the learning evaluation system with blended learning will be very different from evaluation in face-to-face learning. This evaluation is based on processes and results which can be carried out through student performance assessments based on portfolios. Even though assessments using quizzes, assignments or those usually applied in conventional approaches are still necessary, they are not the only way of assessment.

From the results of observations that the learning outcomes of implementing Al-Qur'an Hadith learning using the Blanded Learning method were carried out as one of Gutu's efforts to help students have a sense of enthusiasm for learning even though they do not meet face to face, students more easily understand the material presented by the teacher through live video compared to just sharing the material via WhatsApp and then not explaining in detail about the material presented.

Assessment is important in learning, as is the case with learning based on the blended learning model. Based on observations made by researchers, the assessment carried out by the Al-Qur'an Hadith desert also includes online assessments and face-to-face assessments. In the online learning process, both through WhatsApp groups and video calls, teachers always observe the attitudes or behavior of students. Starting from the presence of students, the discipline of students when active in the WhatsApp group according to the specified time, the activeness of students during the learning process, the responses of students. Apart from that, in face-to-face learning, attitude assessments are also carried out regarding the learning process carried out in a predetermined place. Good during discussions, expressing opinions and other biased activities.

CONCLUSION

This research concludes that the application of the blended learning model in students' learning of the Qur'an Hadith at MTs DDI Amparita. In terms of implementation, namely preparing learning tools that are suitable for blended learning, preparing special learning media for online learning, when delivering the material the teacher intersperses them with asking questions so that students actively interact and ensure that students understand what is being conveyed. Effectiveness of using the blended learning model in learning Al-Qur'an Hadith for students at MTs DDI Amparita. If we look at it from the aspect of the teacher's ability to do online learning at MTs DDI Amparita, it is going quite well because they already have the ability to

manage online learning through several online media.

The implication is that by implementing Blended learning, teachers have the opportunity to collaborate with fellow teachers and engage in online professional development. Can share experiences, teaching methods and learning resources, as well as provide support to each other in facing challenges and finding solutions in online learning. Enables teachers to continue developing skills and knowledge through training and learning resources available online.

RECOMMENDATION

Create clear guides and instructions. Ensure students understand the procedures and expectations for Blended learning. Provide clear instructions about their duties and responsibilities, including technical instructions on using the online learning platform. Provide easy-to-access guidance to help learners overcome technical or logistical challenges.

Conduct evaluation and reflection. Regular evaluations to monitor student progress and the effectiveness of learning methods. Reflect on the learning process and identify changes that need to be made. Use evaluation results to improve and optimize the Blended learning experience for students.

Provide support and open communication. Provide time to help students who experience difficulties or questions related to learning. Establish open and transparent communication with parents to build collaboration in supporting students' learning process.

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