The Application Of Blended Learning Model To Increase The Students Learning Achievement On Qur'an Hadits Subject Of Mts Qur'aniah Musi Rawas

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Abstract

The development of the world of education is increasing marked by changes in learning with sophisticated technology or another term called the industrial revolution 5.0, one of which is the use of educational technology. With a background in the changing pattern of teaching and learning during a pandemic with the familiar use of blended learning models or combining online and offline learning. However, with the model used, several problems arise, namely not being able to understand the material presented properly, the learning model used by the teacher has not been able to motivate students in learning. Have not used learning media that can make it easier for students to understand the subject matter presented by the teacher. With this problem, it will be discussed using the classroom action research method with the stages of action research in a cycle including planning or carrying out observations and reflections. Based on the results of descriptive and qualitative quantitative data analysis, the application of the Blended Learning model can improve the learning outcomes of Al-Qur'an Hadith subjects for class VIII MTs Qur'aniah, Musi Rawas Regency first, first, pre-cycle test results, the highest score is 80 and the lowest score is 60. , while the test results in the second cycle the highest score was 100 and the lowest score was 70. Second, the average grade based on the pre-cycle test results was 67.42, while in Cycle II the test results increased to 88.55. Third,

students who finished studying from 29.03% pre-cycle and at the end of the second cycle in this study the students who scored according to the KKM increased to 93.55%.

Preliminary

The government's policy regarding learning changes during the pandemic is to provide a learning plan form with an emergency curriculum. So in this case on the official website of Kemdikbud.go.id, the Minister of Education and Culture of the Republic of Indonesia issued Circular No. 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid-19 which was issued on March 24, 2020. Which has been implemented during the pandemic period has lasted for the last 2 years. That the current learning conditions are carried out in an online designation derived from abbreviations (on the network) or from home (remotely) with the new regulations given by the minister, all schools in Indonesia carry out these rules with the applicable provisions. Namely, keep your distance, wash your hands and avoid crowds. Students learn from home, using a distance learning model. The learning process also takes place online. This is done to break the signs of the spread of COVID-19. This event became a global event. From Kindergarten to College level. Entering this third year, the pandemic will end with data marked at the levels of each region. So that the learning process gradually changes to normal, which is known as combination learning, combining online and offline.

This learning condition becomes a teacher's duty and responsibility to be ready to face the challenges of the world of education. In particular, teachers are required to remain active in teaching in conditions that started full online/online, to

combination, online and offline, until now towards odd-even learning changes, and arrived at face-to-face learning (PTM). Everything is not easy for a teacher or student to face changes that need time to adapt to new conditions. One of the learnings that are felt today is that it can be called a blended learning model. This model needs to be understood by the teacher by first conceptualizing the learning with careful planning, then realizing it to the development process. It aims to support the smooth teaching and learning process well. (Wahyudin, 2018: 1)

The biggest student motivation is the teacher's role as a motivator and as a learner. The teacher as the initial role of the teaching and learning process occurs, the teacher as a medium and source of student learning. One of them is that the teacher is able to master the learning model that will be carried out when learning takes place, such as the blended learning model, the teacher is led to be familiar with using educational technology media. That is required to be able to use, trained, to arrive at the word skilled. Such as the use of WA, Zoom, Google Classroom. And so on that are used in online learning. If the media is not mastered, the teacher will be left behind in emergency learning. Therefore, teachers are required to innovate, be creative and work in the teaching and learning process so that learning can be carried out well by students and teachers. By still adhering to the Health protocol. The learning model has a big role in achievement

Changes in learning patterns are currently changing communication or learning interactions that were previously direct two-way and face-to-face communication now turned into communication through online media intermediaries. Distance learning is one of the lessons that is carried out during the current pandemic condition by utilizing technology and communication as a learning medium. If we go back to

reviewing the notion of learning according to John Dewey, they focus on face to face studies between teachers and students, but currently practitioners education has changed to the use and development of digital. (Isaac, 2013:15)

The development of learning which initially used the traditional concept of face-to-face was then developed by experts by utilizing information and communication technology which had a major impact on humans. Technological developments in education are online and offline learning. Online learning is a renewal of learning by developing media with a connection to the internet network. Learning materials can be visualized in a more interesting and dynamic form. By using various variations of learning, it can increase students' enthusiasm for learning. (Syaiful, 2006:161)

According to Bruce Joyce quoted by Isaac that online learning is a learning model used by distance learning which has been implemented since the mid-1960s by open universities in the United States and in England. Materials such as lectures and simulations have been made into videotape form and then developed using the internet, DVD and CD, making learning using video call facilities between teachers and students making it easier for students to learn and explore knowledge. (Syaiful, 2006:161) However, online learning still requires face-to-face learning called blended learning, which combines online learning with face-to-face learning. research conducted by Dziuban, Hartman and Moskal quoted by Ishak that blended learning can improve learning outcomes and can increase student interest in learning compared to full learning using online learning. It was also found that blended learning was better than face to face learning as shown in the following table. (Syaiful, 2006:161)

Science makes it easy for the community to explore, develop and digest what the teacher has conveyed to students at school. Education is knowledge that helps humans to know things about the world and the hereafter. Besides, Islam also emphasizes how important it is for someone to have knowledge, this can be seen from the first verse that was revealed, namely QS. Al 'Alaq verses 1-5:

اَقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِي خَلَقَ ١ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ٢ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٣ ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ٥ ﴿العلق/١: ٥-١، ٩٦﴾

Its translation: "Read in the name of your Lord who created, Who created man from a clot of blood. Read: And your Lord, the most exalted, who teaches by means of the word, teaches man what he does not know. (Ministry of Religion RI, 2004:1078)

From the verse above, the word iqra' is translated by reading, this word is so important that it is repeated twice in the first series of revelations. Meanwhile, according to Quraish Shihab that "the word iqra is taken from the word qara'a. The word qara'a is used in the sense of reading, conveying and so on." (Quraish Sihab, 2000:167) Thus the Qur'an underlines the importance of reading early on and the necessity of sincerity and skill in choosing the right reading materials.

Teaching and learning activities in schools or madrasas are two-way interaction or communication activities, namely teachers to students and students to teachers and other students or can be called elements of the teaching and learning parties are referred to as the main subject. (Sardiman, 2006:14).

Meanwhile, the teacher acts as a facilitator to help students develop their skills, both general and specific. As it is known that the Qur'an as a guide for Muslims was revealed in Arabic. In order to improve the ability of students, especially in the skills of reading the Qur'an, teachers are expected to have

special methods in teaching so that interactions between students and teachers can take place well and the objectives of learning the Qur'an can be achieved.

In learning the Qur'an carried out in schools, there are several aspects that guide a teacher in teaching the Qur'an which includes three aspects, namely: "Listening, reading and writing. These three aspects are interconnected. (Depdiknas, 2005: 122), In each of these aspects, it is hoped that students will understand the Qur'an as a guide for Muslims. In the listening aspect, students are trained to understand the language in the Qur'an, as well as reading students can develop their ability to understand the content of the discourse. And writing can develop their ability to compose correct sentences.

In the implementation of learning there is a learning model that will be used by the teacher, using a learning model can be effective if it is implemented in terms of the learning environment, suitability and accuracy of use and time. Therefore, the main role of the teacher is to create learning that is creative in teaching to create fun learning with the aim that students can understand the subject matter presented in other words, learning objectives can be achieved properly according to cognitive, affective and psychomotor aspects. there is the practice of what is learned and studied from the Qur'an and the Hadith, because knowledge that is not practiced is like a tree that does not bear fruit. Therefore, a teacher in addition to being a teacher must also be able to be a mentor, motivator, and role model for students so that what they teach can be practiced by students. The purpose and formulation of indicators is a single unit and is something that is very important in terms of the learning process, because indicators will be difficult to formulate learning objectives have not been set. (Depdiknas, 2005: 122 Likewise with learning to practice the Qur'an and

Hadith to formulate indicators, it is necessary to determine in advance what the objectives of the learning are

The object of discussion in learning the Qur'an and Hadith, for example regarding the prohibition of committing shirk, doing good to parents and the prohibition of disobeying them, inculcating an honest attitude, and others. (Nana Syaodih, 2013: 4) In designing the learning process to practice Al-Qur'an -The right Qur'an and Hadith so that the learning process can be successful and successful, it requires the expertise, intelligence, and creativity of a teacher in designing it. (Nana Syaodih, 2013:4) Because if a teacher is wrong in designing the learning process then what he teaches will only be in vain because there is no implementation in everyday life.

Al-Qur'an Hadith is very important material for the life of every student. Because by studying it students will have the ability to read and write the Qur'an and Hadith and can understand the meaning and interpretation. In this study, the researcher observed that the majority of students in learning Al-Qur'an Hadith at MTs Qur'aniah Mataram had the same weakness, namely students were less active in participating in the learning process, students tended to be passive and less motivated in learning in class. (Observation, 05 July 2021)

The above weaknesses are thought to stem from the previous student's study habits, namely students are accustomed to learning in classical classes and teacher centered learning strategies that emphasize teacher-centered learning so that the potential and abilities of students are not activated to the maximum. The tendency of teacher behavior in learning activities is lethargic, passive and difficult to control behavior. This kind of behavior is caused by a learning process that does not involve students much in learning activities because time is consumed by presenting the material, students are not motivated

and there is no interaction in learning. Therefore, a student's involvement in the teaching and learning process is a very decisive thing in achieving the student's learning achievement. It can be said that the more students are involved in the teaching and learning process, the greater the learning achievement will be obtained by students.

The problems in this study are first, the lack of students' cognitive abilities in learning at this time. Second, the method or learning model used by the teacher has not been able to motivate students in learning. Fourth, in explaining the subject matter the teacher has not used learning media that can make it easier for students to understand the subject matter presented by the teacher. The formulation of the problem in this study is whether the application of the Blended Learning learning model can improve learning outcomes for Al-Qur'an Hadith subjects, Kubaca Al-Qur'an subject matter appropriately based on Tajwid rules in class VIII MTs Qur'aniah Mataram, Tugumulyo District, Musi Rawas Regency. ?

Research methods

The method used in this research is classroom action research, this research is used to solve learning problems in the classroom. This research also includes descriptive qualitative research, because it describes how a learning technique is applied and how the desired results can be achieved. According to (Endang, 2008: 55) there are 4 types of action research, namely, first, teacher action research as a researcher, second, collaborative action research, third, integrated simultaneous action research, and fourth experimental social action research.

This research refers to continuous learning improvement. The action research model is spiral in shape. The stages of action research in a cycle include planning or implementing observations and reflections. This cycle continues

and will be stopped if it is according to needs and is deemed sufficient. (Endang, 2008: 59). The steps in the next cycle are revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions were carried out in the form of problem identification. The cycle of the stages of classroom action research can be seen in the following figure:
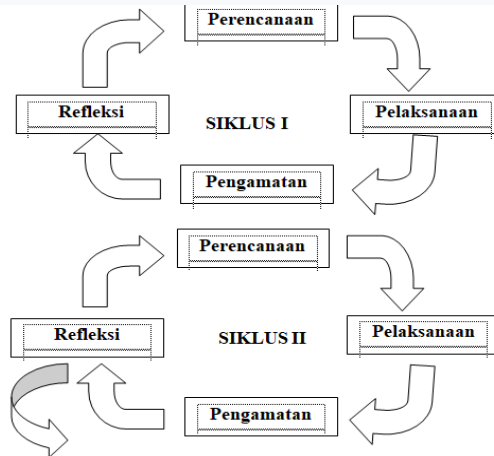

Figure: The steps of Classroom Action research

Data collection technique

Data collection techniques in this study are as follows:

Documentation

Documentation technique is "a way of collecting data through written relics, such as archives and including books on opinions, theories, arguments or laws, and others related to research problems". (Sugiyono, 2010: 305)

Observation

The observation technique is "observation of the object whose data will be recorded, with careful preparation, equipped with certain instruments". (Anas, 1999: 27)

Test

The test is an instrument used in CAR research" (Ibnu, 2003: 90) The instrument in the form of a written test is used as a basis for measuring student learning outcomes. This test consists of 5 - 10 questions with separate scoring criteria. With the Minimum Completeness Criteria (KKM) of 70.

Data Analysis Techniques

The way to analyze the data in this study is by using quantitative techniques using simple descriptive statistics in calculating student learning outcomes. The results of the tests taken by all Class VIII students of MTs Qur'aniah Mataram, Tugumulyo District, Musi Rawas Regency were analyzed using the following formula
:

$$\text{Skor} = \frac{B}{N} \times 100$$

Which is:

B = Number of items answered correctly

N = Number of questions. (Endang Poerwanti,2008:221)

Students are said to be complete if they achieve a score in the complete range as shown in the table below.

Table.1.
Table The Achievement of KKM

Number.	Score	Criteria
1.	70 - 100	Passed
2.	0 - 69	Failed

The learning outcomes were analyzed whether they had been completed (> 70) or not (< 70) then a percentage was made. If students who complete the class reach 85%, it can be said that classical mastery has been achieved. Based on the hypothesis test in this study, students have completed learning if:

a. Individually, when students have reached a score of 70, they have mastered the lesson calculated by the formula:

$$X = \frac{SD}{SM} \times 100\ \%$$

That is :

X = Student's Individual Value

SD = Total score obtained

SM = Total maximum score.

b. Classically, if the class contains 85% of students who have achieved absorption (85%) students who have completed learning can be calculated by the formula:

$$X = \frac{T}{M} \times 100\%$$

That is:

X = Percentage of seekness

T = Number of students who finished studying

M = Total number of students in the class.

c. To obtain the percentage of the results of the actions of each cycle, the researcher used the formula:

$$X = \frac{R_1 + R_2}{2} \times 100\%$$

That is:

X = Percentage of improvement in action result

R1 = Average value before action

R2 = Average value after actions I and II. (Depdikbud, 2015:37)

Discussion

Blended Learning Models

Explaining the learning model According to Joyce (Abdul Majid, 2013: 13-14) explains the learning design that aims to help teachers and students achieve learning goals. Similarly, what is expressed in the book (Rusman, 2013: 144-145) explains that the learning model is a plan or pattern that

can be used to form a curriculum (long-term learning plan), design learning materials and guide learning in class or otherwise.

Blended learning is a learning model that combines two learning systems, namely traditional learning systems and learning systems that require information and communication technology known as online learning. (Husamah, 2014:33) while citing Munir's book explaining that blended learning is one of digital learning, in which it mixes learning technology in the form of online and offline. (Munir, 2017:62) Meanwhile, quoted by Husamah in Onta (Dwiyono, 2018 : 80) learning this blended learning model is a learning approach that is integrated into traditional face-to-face learning with distance learning by utilizing online-based media as the main support for student and teacher learning communication. Similar to what was stated in (Yesi Arikarani 2021, 105) that this blended learning model is a pattern that has the potential to improve student learning outcomes and communication relationships.

The purpose of using this blended learning model in (Dwiyono, 2018: 85) One of them is to encourage students to quickly obtain knowledge information through online, learn more independently with the help and direction of the teacher, learning can be better according to the expected learning needs. Apart from being seen from the point of view, the blended learning model has its characteristics, one of which is that it can increase independent learning for students, because learning time is more on application, practicing independently. So that the teacher as a place for consultation or student tutoring can at the same time monitor the development of individual learning. (Dwiyono, 2018: 88)

Based on one of the studies by (Wardani, Toenlioe, and Wedi 2018, 17) that the attractiveness of learning in this 21st era

with blended learning with blended learning can increase the attractiveness of the face-to-face learning process and is very suitable to be applied. in era 21. There are also relevant research results by (Yesi Arikarani 2021, 112–13) providing a form of analysis of the first use of digital media and technology, understanding the conditions of online/digital learning, familiarizing oneself with online learning. Second, have the ability to master blended learning models. Third, have online learning strategies, namely by applying cooperative strategies, strategies with webinars, PCT (Purposive Creative Thinking) strategies, P2P (Peer to Peer Interaction) strategies. Fourth, implementing a learning system that supports the learning process, including the LMS application on Google Classroom, Edmodo, Moodle, Schoology.

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Learning Al-Qur'an Hadith in a Blended Learning Model

In essence, learning is "a process of changing behavior thanks to experience and practice". (Syaiful, 2002:11) where the change involves three aspects, namely cognitive, affective, and psychomotor, even covering all personal aspects.

In learning the Qur'an carried out in schools, there are several aspects that guide a teacher in teaching the Qur'an which includes three aspects, namely: "Listening, reading and writing. These three aspects are interconnected." (Depag RI, 2005: 122) Various obstacles faced by teachers in teaching the Koran in schools, where in each class there are students who have deficiencies in reading the Koran. This is because the previous educational background is not all learning to read the Qur'an with the Koran teacher or the pattern of religious education in the family varies, causing differences in the ability of students to read the Qur'an.

The subject matter is Tajweed. The Law of Reading Mad 'Iwad, Mad Layyin, and Mad "Arid Lissukun

a. Mad 'Iwad is a long reading when there is tanwin fathah or fathatain read waqaf (stop) at the end of the sentence, either stop because there is a sign of waqaf or because you are out of breath. How to read it read one alif or two harakat long.

b. Mad Layyin is if there is wau breadfruit or yes breadfruit which is preceded by the letter with the vowel fathah and after it is a vowel which is read waqaf (stop) at the end of the sentence, goes up to stop Karen or da waqaf or is out of breath. How to read it can choose: 1 latif or two harakat or four harakat, 3 alif or six harakat.

c. Mad 'Arid Lissukuni is a long reading that occurs when a mad tabi'I reading meets a vowel that is read as waqaf (stopping), either stopping in the afterlife or stopping in the middle of the verse. How to read it: it can be read two harakat, four harakat, or six harakat.

Application of Blended Learning Model in Improving learning outcomes

Pre-action

Learning outcomes in learning the Qur'an Hadith material Kubaca Al-Qur'an correctly based on the rules of Tajweed in Class VIII MTs Qur'aniah Musi Rawas Regency previously carried out classroom actions using conventional methods. Or the method that must be used in every implementation of learning, the results can be said to be boring and learning is decreasing. So, it can be seen from the results of the pre-cycle tests carried out before the first cycle, it is known that of the 31 students, who completed with a score of 75 and above were 9 people (29.03%), and 22 people who had not completed (70.97%)).

Lack of understanding of students in learning Al-Qur'an Hadith material Kubaca Al-Qur'an correctly based on the rules of Tajweed in Class VIII MTs Qur'aniah Musi Rawas Regency due to incompatibility of the learning model used, so that learning outcomes are less than optimal, and tend to be bored and learning outcomes that do not increase.

Judging from the explanation above, to get learning outcomes according to the criteria or more than the minimum completeness

criteria in the Qur'an Hadith subject matter, Kubaca Al-Qur'an material correctly based on Tajweed rules in Class VIII MTs Qur'aniah students , Musi Regency Be aware of the application of blended learning in schools.

Cycle I

To be able to get maximum learning outcomes in learning Al-Qur'an Hadith, Kubaca Al-Qur'an material correctly based on Tajweed rules in Class VIII MTs Qur'aniah students, Musi Rawas Regency, after being given class action using blended learning. class average, and test results at the end of stage one with an average value of 77.10, while the results of the pre-action test have an average grade of 67.42. This means that there has been an increase in the average value of students by 77.10 - 67.42 = 9.68 or 9.68: 67.42 x 100 = 14.35%.

It can be said that learning outcomes can increase due to the interest and enjoyment of student learning by applying learning by combining online and offline learning methods. So that during the learning process, students focus their attention on the Qur'anic learning material with the correct knowledge of Tajweed according to the rules. When learning takes place students are required to focus on reading the Qur'an by paying attention to the recitation. Therefore, to create the desired learning there are three points in this learning model that lead to information and communication technology, namely as follows:

1) Seeking of information

is a search for information from various sources of information available online and offline based on learning needs. The teacher or facilitator plays a role in providing input for students to seek effective and efficient information.

2) Acquisition of information

It is an effort made by a group of students or individuals to find, understand and configure previously thought out ideas. Furthermore, students interpret knowledge from various available sources, so that students are able to communicate and interpret the results of these ideas using online or offline media.

3) Synthesizing of knowledge

In this stage, students are able to construct/reconstruct knowledge through assimilation and accommodation processes starting from the results of analysis, discussion and formulation of conclusions from

the information retrieved and interpreting ideas and interpretation results using online or offline media. (Husamah, 2014: 238). In general, these are the stages of learning that are often carried out by teachers in the learning process. This stage can be carried out according to the conditions and needs of teachers and students so that it can be directed to online learning with the aim of continuing to run as well as possible. Therefore, at this stage learning can be simplified by reducing learning hours in face-to-face learning due to current conditions.

Learning problems that occur in the classroom can be solved by applying blended learning. So based on action research at stage one, students can experience learning changes by increasing learning outcomes. Although it can be said that the results have not been fully successful, both classically and individually. Classical student learning outcomes can be seen that the acquisition value is in accordance with the minimum completeness criteria reaching 85%.

Cycle II
The implementation of the second stage of Action by applying Blended Learning in improving learning outcomes, and with various improvements, especially in learning activities, shows an increase in learning outcomes. This can be seen after the second stage of the action, the results of the final test of the second cycle the average value of the students is 88.55, while the results of the final test of the first cycle the average value of the students is 77.10, meaning an increase of 88.55 - 77, 10 = 11.45 or 11.45 : 77.10 x 100 = 14.85%. the rules of Tajwid in Class VIII MTs Qur'aniah Musi Rawas Regency, of the 31 students who took the test, 29 students who scored 75 and above (completed) or 93.55%.
Thus the hypothesis put forward in this study is that if learning is carried out by referring to the steps that have been determined, then the learning outcomes of Al-Qur'an Hadith material Kubaca Al-Qur'an correctly based on the rules of Tajweed in Class VIII MTs Qur'an Aniah's performance in Musi Rawas Regency can be proven, because classically students who completed at the end of the second cycle in this study reached 93.55%.

Analysis of Each Cycle

The results of learning Al-Qur'an Hadith material Kubaca Al-Qur'an correctly based on the rules of Tajweed in Class VIII MTs Qur'aniah Musi Rawas Regency from pre-cycle, cycle I, and cycle II can be seen in the following table.

Table.1. The Comparison of KKM and the Percentages in Classroom Action Research

The Test Score	Pra Cycle		Cycle I		Cycle II	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
0 - 74	22 students	70.97%	12 students	38.71%	2 students	6.45%
75 - 100	9 students	29.03%	19 students	61.29%	29 students	93.55%
The Number	31 students	100.00%	31 students	100.00%	31 students	100.00%
Class Average	67.42		77.10		88.55	
Highest score	80		90		100	
Lowest score	60		65		70	

Berdasarkan hasil pembahasan di atas, dapat disimpulkan bahwa model pembelajaran *Blended Learning* dapat meningkatkan hasil belajar Al-Qur'an Hadis materi Kubaca Al-Qur'an dengan tepat berdasarkan kaidah Tajwid pada siswa Kelas VIII MTs Qur'aniah Kabupaten Musi Rawas.*Pertama*, secara individu berdasar hasil tes pra siklus nilai tertinggi 80 dan terendah 60, sedangkan hasil tes pada siklus II nilai tertinggi 100 dan nilai terendah 70. *Kedua*, nilai rata-rata kelas berdasar hasil tes pra siklus 67,42, Siklus II hasil tesnya mengalami peningkatan menjadi 88,55. *Ketiga*, secara klasikal siswa yang tuntas belajar dari 29,03% pra siklus dan pada akhir siklus II In this study, students who scored according to the KKM reached 93.55%,

Conclusion
In this study, it has been discussed and resulted in a conclusion that focuses on the application of the model used, namely

blended learning on student learning outcomes in the Qur'an Hadith learning material, so there are several conclusions, the first is, individually based on the results of the pre-cycle test, the highest score is 80 and the highest score is 80. the lowest was 60, while the test results in the second cycle had the highest score of 100 and the lowest score of 70.

Second, the average grade based on the pre-cycle test results was 67.42, while in Cycle II the test results increased to 88.55.

Third, classically students who have completed learning from 29.03% pre-cycle and at the end of the second cycle in this study students who scored according to the KKM increased to 93.55%.

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