

Application Of Fun Learning Method to Improve Learning Outcomes In Al-Qur'an And Hadits Subjects

Nur Ati Azizah^{✉1}, Yayan Carlian^{✉2}

^{1,2,3} Primary Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ nur.azizah2905@gmail.com ✉ yayan.carlian@uinsgd.ac.id

Abstract. The main problem in this study is how to improve student learning outcomes in learning al-Qur'an and Hadith in class II MI Al-Hidayah. This can occur because the learning process rarely uses modern methods and always uses conventional methods that do not actively involve students in the learning process. The characteristics of students are different so that the method is not suitable and results in student learning outcomes not reaching the maximum limit. Based on the results of data analysis, it was concluded that students' learning outcomes before using the fun learning method were still low. This can be seen from the average score obtained which is 49.5 and the classical learning completeness is only 15%. The learning process using the fun learning method was well implemented. This can be seen from the average percentage value of student activity in cycle I obtained by 64.3% and increased in cycle II with an average percentage value of 85.27%. Likewise, teacher activity in cycle I obtained an average percentage value of 55.5% and increased in cycle II with an average percentage of teacher activity of 83.5%. The student learning outcomes after the application of the fun learning method in cycle I obtained an average score of 67.50 and increased in cycle II with an average score of 80.75. So it can be concluded that using the fun learning method can improve student learning outcomes.

Keywords: Fun Learning, Learning Outcomes, Al-Qur'an And Hadits Subjects

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INTRODUCTION

Education is an important thing that must be obtained by every Indonesian citizen considering that education is one of the keys to success. One of the important things in quality education is the learning process. The learning process is an application of the curriculum that has been made by authorized education experts. The learning process contains a series of learning activities. Learning is an effort to direct students to the learning process so that students can obtain the expected learning objectives. (Susanto, 2015) learning can be defined as a process in which an organism changes its behavior as a result of experience. While Hamalik in the book (Susanto, 2015) explains that learning is modifying or strengthening behavior through experience (learning is defined as the modifier or strengthening of behavior through experiencing). According to this understanding, learning is a process, an activity, and not a result or goal. Thus learning is not just remembering or memorizing, but more broadly it is experiencing. (Hanafi, 2019) also emphasized that learning is a process of changing the behavior of an individual or a person through interaction with the environment. This change in behavior includes changes in habits (habit), attitudes (affective) and skills (psychomotor). Changes in behavior in learning activities are caused by experience or practice. Children are like white paper that can be filled with anything by their environment and the natural 'atmosphere' that surrounds them. Therefore, we as educators must certainly be able to accompany them and instill values that are loaded with messages, morals, intellectual and faith content. In addition, it is also able to strengthen the establishment and shape the Islamic character of children.

As quoted by (Purwanto, 2014), a process of change in human personality that is manifested in the form of an increase in the quality of behavior, increased skills, knowledge, attitudes, habits, understanding, skills, thinking power and others is called learning. Learning is an activity to gain knowledge. Learning is then we will get knowledge which is also a necessity for every human being who wants a better future, for a better future. But unfortunately, sometimes learning becomes an activity that students must be able to carry out as a burden rather than an effort to deepen knowledge so that learning is no longer a "need" but a "routine". (Dimiyati, 2013) A

complex and internal process is also called learning. The element in the internal process is the entire mental which includes cognitive, affective, and psychomotor domains.

According to (Jamaluddin, 2014), that to obtain effective and efficient learning outcomes, the learning and learning process is carried out deliberately, consciously, and well organized. The learning process is a dynamic development of a series of learning activities so that in it can be reviewed the development of the curriculum and the learning methodology applied.

Based on preliminary studies conducted by researchers in class II MI Al-Hidayah Dago Bandung City, it is known that the results of students have not been seen actively. Learners only take notes, even chat when the educator is delivering the material. Learners are also sleepy, even passive. The problem is caused because educators do not use learning media, and conventional learning methods, and one of the methods they use is the lecture method, so that learning activities are still centered on educators and have an impact on student learning outcomes.

The teaching of the Qur'an and Hadith in the State of Indonesia, the majority of which occurs in madrasah educational institutions, is also faced with a number of problems related to methodology in a broad sense, namely matters relating to the elements in the teaching and learning activities of the Qur'an and Hadith itself, therefore the task of an educator must be clever in having a strategy in choosing methods and utilizing suitable media to convey the material being taught. So that in learning a pleasant atmosphere is created and the material presented is easily accepted and understood by students and the results are satisfactory.

Based on the identification of these problems, it can be seen that learning in the classroom is not satisfactory, the activities of students are still not active and the results are not satisfactory. Based on these problems, it is also known that in class II MI Al-Hidayah Dago Bandung City, there are several things that must be addressed in increasing learning activities so that the results will be good. One of the things that must be addressed and anticipated is the learning method. To improve the learning outcomes of students towards Qur'an and Hadith learning, a learning method is needed that can encourage students to improve student learning outcomes gradually in accordance with the development of ways of thinking, ways of reasoning and psychomotor students, so that students play an active role and are able to achieve learning outcomes that can be applied in everyday life. All activities and activeness of learners in order to get optimal learning results. One of the lessons that can help students to be more active, especially in learning the Qur'an and hadith, and carried out gradually according to the ability of students is learning using the Fun Learning method.

Fun is fun while Learning is a lesson. When put together it becomes fun learning. Everyone has the instinct to have fun, satisfaction, enjoyment, pleasure and happiness in life. Dave Meier. Meier as quoted by (Hanafi, 2019) fun or making the atmosphere of learning in a state of excitement does not mean creating an atmosphere of excitement and rah-rah. It has nothing to do with frivolous fun and superficial excitement. 'Fun' here means the awakening of interest, full involvement. And the creation of meaning. Understanding (mastery of the material learned) and joyful value in the learner. These are the joys of creating something new. Creating this excitement is far more important than any technique or model or medium one might choose to use.

Fun Learning is an English word. Fun means fun, while learning means learning, so fun learning means creating a happy and fun learning atmosphere. Fun learning is part of PAIKEM (Active Creative Innovative Effective and Fun Learning) by (Hanafi, 2019) So it can be concluded that the fun learning method is a fun learning that makes students comfortable, safe and calm because there is no fear (scorned, harassed) in actualizing their abilities.

According to (Ralibi, 2018), the Fun Learning method procedure is as follows:

1. The teacher prepares several cards containing concepts or topics suitable for review sessions. Some cards are filled with different questions according to the topic, while some other cards are filled with answers to these questions.
2. Each student gets a card
3. Each student thinks about the answer/question of the card held.
4. Each student looks for a partner who has a card that matches his card
5. Each student who can match his card before the specified time limit will be given points

6. After one round, the cards are shuffled again so that each student gets a different card than before.

This method begins with the teacher preparing cards that contain concepts or topics, then distributed to each student, then students think of answers followed by students looking for answers and when students manage to find answers before the end of the specified time, they will get points and end with clarification.

METHOD

The research method used in this research is Classroom Action Research in (Salahudin, 2015), classroom action research is a real-world practice intervention aimed at improving the learning situation for which it is responsible.... According to (Arikunto, 2019), there are four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, (4) reflection. This class action research will be carried out in cycles, where each cycle consists of planning, implementation, observation, and reflection. In this study, researchers used Hopkins's action research model. According to (Sukirman, 2018), the implementation of class action is carried out in a spiral starting from sensing a problem, planning, implementing action, observing, reflecting, re-planning, implementing action, and so on.

The data collection techniques used in this study are:

1. Observation.

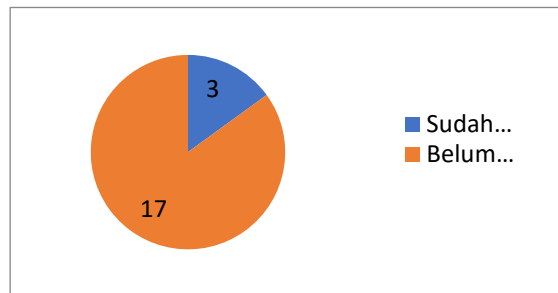
(Sukirman, 2018) explains that observation is defined as systematic observation and recording of symptoms that appear on the object of research. Observation and recording are carried out on objects where events occur or take place. Observations made in this study are observations of student activities and educator activities during the learning process in the classroom. According to Mardapi (2008: 67) in Suhada (2015) the test is one way to assess the magnitude of a person's ability indirectly, namely through a person's response to a stimulus or question. The test used is a multiple choice test in the form of a description.

Based on the cycle model included, it can be seen that in classroom action research has several cycles. The research design in cycle I is as follows:

- a) Planning initial research to identify problems that need to be addressed immediately, at this stage the researcher makes observations in the learning outcomes of Qur'an Hadith for class II students and class II educators.
 - b) Make a questionnaire for educators and students to see the learning process of Qur'an Hadith using the Fun Learning method. Observation sheet about the performance of educators and student activities during the learning process.
 - c) Collaborating with Qur'an Hadith educators regarding syllabus and lesson plans.
 - d) Collaborating with Qur'an Hadith educators regarding evaluation tools to see students' learning outcomes after the fun learning method is applied.
 - e) Collaborating with Qur'an Hadith educators regarding learning media that support the learning process.
2. Implementation
 - a) First Meeting
The implementation of the action is carried out with a lesson plan that has been prepared in the Learning Implementation Plan (RPP).
 - b) Second Meeting
Implementation of actions is carried out in accordance with the lesson plan that has been prepared in the Learning Implementation Plan (RPP) for the second meeting in cycle I.
 3. Observation
The activities carried out at this stage are observing the activities carried out by educators and students during the learning process by filling out a questionnaire.
 4. Reflection
Reflection activities are activities carried out to restate what was done. In this stage, the educator implementing the action and the observer educator evaluate the success and

achievement of goals for the learning process carried out to follow up and improve the implementation of actions that are not appropriate in the next cycle.

The types of data in this writing are qualitative data and quantitative data. Qualitative data is data in the form of words. Qualitative data is usually obtained based on the description of observation results, such as good, bad, improved, has not improved, successful, unsuccessful, and others. Meanwhile, quantitative data is data in the form of numbers or numbers. Quantitative data is obtained from written test results. So the type of data used by the author is quantitative data as the main data and qualitative data to explain the results of quantitative data. The data sources of this research are educators or teachers and grade II students of MI Al-Hidayah with a total of 20 students, consisting of 4 boys and 16 girls.



RESULTS

The implementation of Qur'an and Hadith learning activities before using this fun learning method still uses a monotonous method where the teacher only gives assignments to memorize and work on evaluation sheets in the Qur'an and Hadith textbooks. This certainly has an impact on student learning outcomes in Qur'an and Hadith subjects which are still many below the Minimum Completeness Criteria (KKM). Pre-cycle activity is a stage of learning activities before the use of fun learning methods. This stage was carried out to find out how students' learning outcomes were before researchers applied the fun learning method.

According to the results of the table of student learning outcomes in the pre-cycle above, it can be seen that before using the fun learning method on the material QS. Al-Asr obtained the total learning outcomes of all students 990. With an average value of 53 learning outcomes and is in the criteria less. The percentage of learning completeness of 15% means that 3 students have met the Minimum Completeness Criteria (KKM), while the other students or 17 people still do not meet the Minimum Completeness Criteria (KKM). If depicted in diagram form, it can be seen as in the diagram below:

In the process of implementing learning by using the fun learning method on the material QS. Al-Asr which is carried out in class II MI Al-Hidayah consists of 4 stages. The 4 stages are: planning, action, observation and reflection. To be clearer, these stages will be explained as follows:

Before starting learning, the teacher first prepares a plan. The activities carried out at this planning stage are:

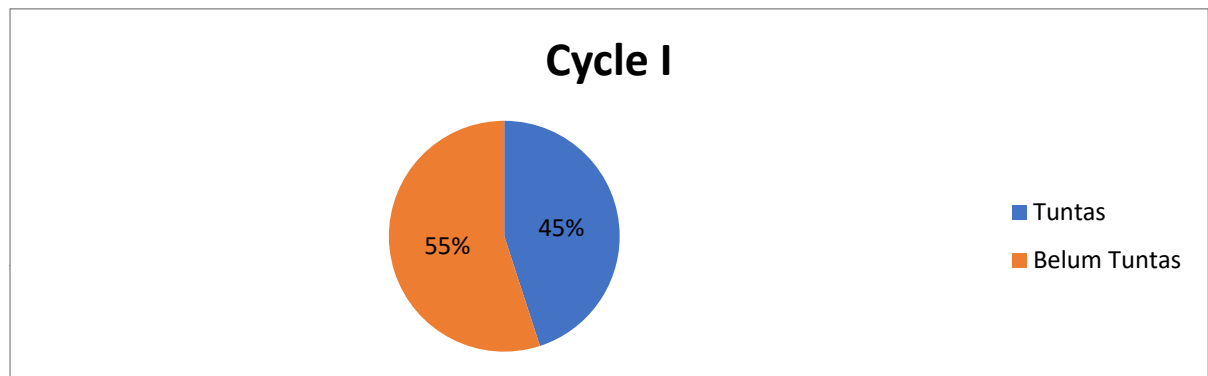
- Determine the Basic Competencies (KD) that will be achieved
- Make a Learning Implementation Plan (RPP) in accordance with the KD chosen in learning Qur'an and Hadith
- Prepare materials and learning resources in the form of class II Qur'an and Hadith books
- Prepare learning tools that will be used in the learning process using the Fun Learning method
- Making teacher and student activity observation sheets to see the learning process of Qur'an and Hadith using the fun learning method in class II MI Al-Hidayah
- Making test sheets for students. This test sheet is in the form of 1 description question and 1 multiple choice so the total number is 2 questions. This test aims to determine the extent of

students' cognitive learning outcomes about the material that has been taught using the fun learning method.

After the implementation of cycle I, data on student learning outcomes can be obtained which can be seen in the following table:

| Data | Results |
|---|----------|
| Number of students who completed | 9 (45%) |
| Number of students who have not completed | 11 (55%) |
| Total score of all students | 1385 |
| Average student score | 69,25 |
| Number of completions | 45% |

Based on table (45%) students who reached the KKM ≥ 75 were declared complete, and the remaining 11 (55%) students were still below the KKM declared incomplete. From this statement it can be seen that learning completeness in cycle I cannot be categorized as sufficient. So class II MI Al-Hidayah has not met learning completeness. A class is declared complete if it has reached 75% of the students who are complete in the class. The percentage of learning completeness in cycle I can be seen in the following diagram:

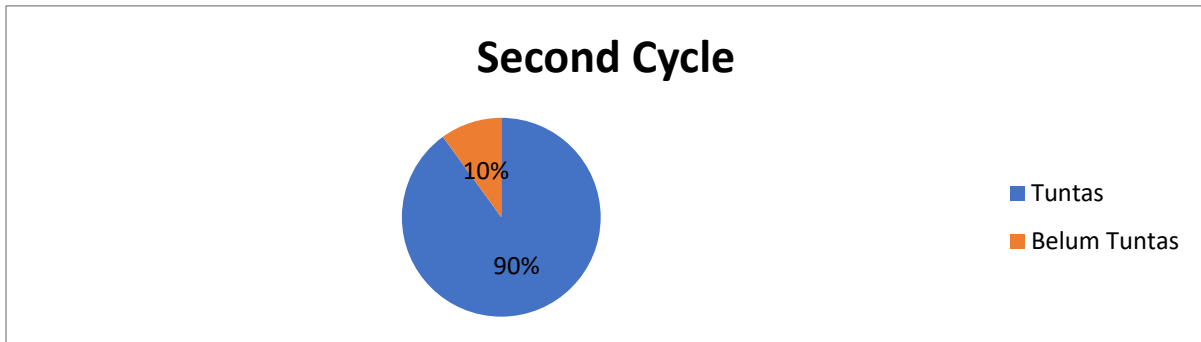


Student Learning Outcomes Cycle II

| Data | Results |
|---|---------|
| Number of students who completed | 18(90%) |
| Number of students who have not completed | 2 (10%) |
| Total score of all students | 1665 |
| Average student score | 83,25 |
| Number of completions | 90% |

Based on table (90%) students who reached the KKM ≥ 75 were declared complete, and the remaining 1 (10%) student was still below the KKM declared incomplete. From this statement it can be seen that learning completeness in cycle II can be categorized as very good. So class II MI Al-Hidayah has met learning completeness. A class is declared complete if it has reached 85% of the students who are complete in the class. The percentage of learning completeness in cycle I can be seen in the following diagram:

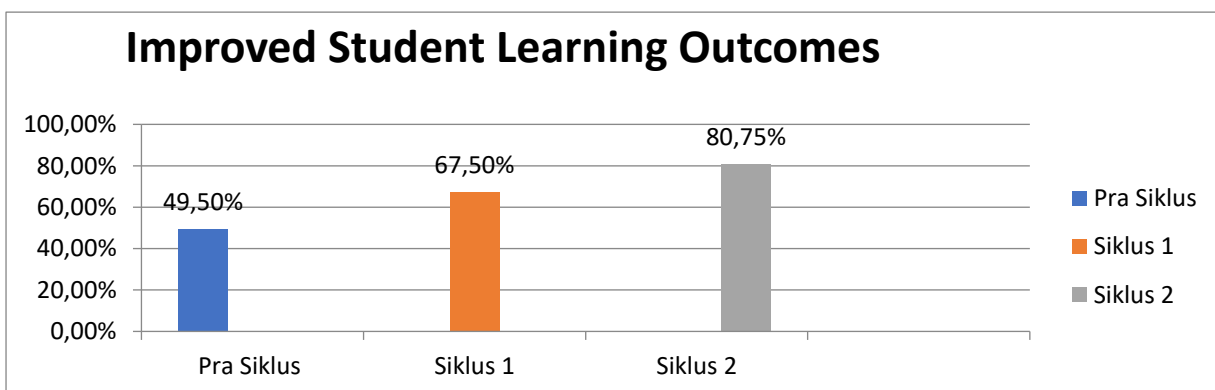
To see a significant increase in student learning outcomes starting from pre-cycle, cycle I, and cycle II.



Based on the table of student learning outcomes using the fun learning method in learning Qur'an Hadith has increased every cycle, the increase includes pre-cycle 49.5 (less), cycle I 67.5 (sufficient) and cycle II 80 (good). As for clarifying the improvement in student learning outcomes in each cycle can be seen in this graph:

Based on the results of class action research in class II MI Al-Hidayah Bandung City by applying the fun learning method on the material QS. Al-Asr in class II, the following conclusions were obtained:

1. The implementation of learning al-Qur'an and Hadith before using the fun learning method still uses conventional methods and lectures.
2. Students' learning outcomes in learning al-Qur'an and Hadith before using the fun learning method in class II MI Al-Hidayah only reached 15% with an average score of 49.5. This is because students are less enthusiastic in learning, so that learning becomes saturated and boring and has an impact on student learning outcomes.
3. The learning process in al-Qur'an and Hadith lessons using the fun learning method in class II MI Al-Hidayah on the material QS. Al-Asr has improved because activities that are designed in an interesting and fun way can make students focus more on learning so that it has an impact on learning outcomes. This is evident from student activity in each cycle has increased, in cycle I it reached 64.3% in the sufficient category and increased in cycle II which was 85.27% in the good category. Meanwhile, teacher activity in cycle II to 83.5% in the good category.
4. The cognitive learning outcomes of students in each cycle have increased in cycle I reached 67.50 in the range of 60-75 with a sufficient category, and cycle II 80.75 is in the range of 76-85 with a good category.



DISCUSSION

The implementation of Qur'an and Hadith learning activities before using this fun learning method still uses a monotonous method where the teacher only gives assignments to memorize and work on evaluation sheets in the Qur'an and Hadith textbooks. This certainly has an impact

on student learning outcomes in Qur'an and Hadith subjects which are still many below the Minimum Completeness Criteria (KKM).

CONCLUSION

Based on the results of the study, student learning outcomes in this pre-cycle were still relatively poor. This can be seen from the average percentage value obtained from all students which is 49.5. Students still look less focused because in this pre-cycle students only sit listening to the teacher's explanation, students pay less attention to the teacher's explanation and of course there are still playing around. There are still many students who do not ask questions as a result of which learning becomes monotonous. This pre-cycle stage only uses conventional learning methods, learning resources only in the form of textbooks and no media. That is what causes student learning outcomes below KKM. According to (Sardiman, 2012) that learning is always a change in behavior or appearance, with a series of activities such as reading, observing, listening, asking, imitating.

Based on the calculation of the implementation of class II students' learning in learning al-Qur'an Hadith in class II has increased in each cycle. This can be seen from the pre-cycle learning outcomes of 15% in the range < 45 with a category with a very poor category. Then cycle I amounted to 67.50 with a range of 60-75 with a sufficient category. Then in cycle II the average student learning outcomes reached 80.75 with a range of 76-85 in the good category.

The increase in student learning outcomes was influenced by several things, including the application of the fun learning method during the learning process, so that learning became fun, students could explore their knowledge, students became more active and creative. The implementation of this research was carried out in two cycles. This is because the results of the acquisition of student activities and teacher activities in each cycle are very good. These results can be obtained from observation. As explained by (Sudjana, 2011) that observation is an observation activity (data collection) to capture how far the effect of the action has reached the target.

The increase in teacher and student activities occurred due to the use of fun learning methods that made students more active in the learning process and students felt a pleasant atmosphere and made it easier for students to understand the material being taught so that learning outcomes improved well, because according to (Tols Toy, 2010) fun learning is very necessary in the learning process, because it really helps students to be able to make learning materials meaningful, motivate and provide learning satisfaction. The involvement in the learning process took place actively, and both classically and individually. In cycle I, the learning process using the fun learning method based on the results of the teacher and student activity observation sheet was carried out with an average value of student activity in cycle I of 64.3% and teacher activity in cycle I of 55.5%. While in cycle II based on the results of the observation sheet of student activities and teacher activities carried out with an average value of 84% student activity and 83.5% teacher activity, it can be concluded that teacher and student activities in each cycle improved well.

The criteria for the success of the learning process in this study are seen from the improvement of the learning process in each cycle. Based on this data, the average value of classical completeness starting from pre-cycle, cycle I and cycle II has increased. So it can be said that the learning outcomes of students in the subjects of al-Qur'an and Hadith in class II MI Al-Hidayah on the material QS. Al-Asr has reached the success rate, because according to Hayati (2013: 152) if the number of students who have completed learning > 75% then all students have completed learning. So this class action research is said to have been successful because it is proven by the significant increase in student outcomes from each cycle that exceeds the KKM value determined by the madrasah, which is 75, so that the hypothesis proposed by the researcher is answered with the final conclusion that "The application of the Fun Learning Method can improve student learning outcomes in class II at MI Al-Hidayah".

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