

Increasing Students' Understanding in Learning Hadith with the Direct Instruction Model in Class VII E MTs Walisongo Ngabar Putri

***Hanny Faridhotul Mukarromah, Imam Rohani**

Institut Agama Islam Riyadlotul Mujahidin Ngabar, Jawa Timur
Email : hannyfaridhotul13@gmail.com, imamrohani100@gmail.com

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ABSTRACT

Abstract: This study aims to determine how effective the direct instruction model is in improving the understanding of VII E grade students of MTs Wali Songo Ngabar Putri in Hadith subjects through the application of the direct instruction method or direct instruction method. The research subjects were class VII E MTs Wali Songo Putri Ngabar, totaling 24 female students.. This research is a classroom action research method (CAR) which consists of two cycles with the design of each cycle consisting of four stages, namely the first stage is planning, the second stage is acting (implementing), observing and the third stage is reflecting. Research data is obtained during action research until the final assessment of the action. The results showed that the results of the initial test after the action in the first cycle of 24 students there were 13 students (54.17%) declared complete, while for the other 11 students (45.83%) were declared incomplete. In the second cycle the number of students who completed as many as 20 students (83.3%), while the other 4 students had not completed (16.7%). Thus, it can be proven that the application of the direct instruction model in Hadith subjects for class VII E MTs Wali Songo Ngabar Putri about sneezing etiquette and yawning manners have a positive impact on increasing student understanding.

Alamat Korespondensi:

Yustinah,
S1 Manajemen
Universitas Muhammadiyah Semarang
Jalan Kedungmundu No.18, Kedungmundu, Kec. Tembalang, Kota Semarang, Jawa Tengah

INTRODUCTION

The teacher is one of the main components of education. The role of the teacher also greatly determines the success of education. The problems that arise are also always diverse, even in the same place, atmosphere and conditions. A teacher must also strive to improve his knowledge and skills in teaching. Able to motivate students and always innovate with learning and evaluation. Educational problems will always arise along with the development of existing scientific technology. The teachers have applied many learning methods, but students' understanding of the material has not reached the expected standard. This can be seen from the results of student tests, both oral and written tests, some students have not reached the Minimum Criteria Completeness (KKM = 45). Many students still do not understand some of the hadiths that have been conveyed by the teacher.

Education certainly focuses on the realization of understanding that results in application. The implementation of education should not be carried out carelessly, because it will harm students on an ongoing basis. Therefore, the most suitable thing in the realization of character education is the teacher. Teachers as educators who interact directly with students should understand their role as teachers. In the learning that is carried out, it is necessary to choose the right method with the learning material. In learning Hadith subjects for class VII E, teachers should choose the right strategies, approaches, methods, media, and techniques in teaching. Thus, researchers are trying to find one solution, namely by applying the method.

Theoretical basis

This understanding comes from the word "understand" which has responsiveness, correct understanding, views, teachings. Understanding is a person's ability to understand or understand something after something is known or remembered. In other words, understanding is knowing about something and being able to see it from various angles. A student is said to understand something if he can give an explanation or give a more detailed description of it using his own words.¹ To find out students' understanding of the lessons delivered by the teacher in the teaching and learning process, it is necessary to prepare understanding test questions.

So from the understanding of student understanding above, it can be concluded that every student understands and can explain again in his own words the subject matter that has been conveyed by the teacher, and is even able to apply it to other concepts in standardization of master learning.

The direct instruction model is a teaching model that consists of the teacher's explanation of a new concept or skill, involving the teacher working with students individually, or in small groups focusing on achieving learning targets by providing skills training that is closely related to the target.

The direct instruction model is systematic Garrdison & Vaughan found that direct instruction provides discipline structure and can lead to meaningful and systematic learning experiences.²

RESEARCH METHODS

This research was conducted at MTs Wali Songo Ngabar Putri on the subject of Hadith about learning daily manners. The research subject is class VII E which consists of 26 students for the 2021/2022 academic year. Classroom action research is carried out with the stages of planning, action, observation, and evaluation/reflection and is presented in two cycles. Data were collected, then mapped, and analyzed since the action research began. Furthermore, the data is developed during the reflection process until the report preparation process.

To obtain valid and accountable research data, in this study several auxiliary instruments were used, namely observation sheets and student test results sheets. In this study, the aspects studied were students, therefore the performance indicators were changes that occurred to students both in the learning process and in learning outcomes.

Research Techniques

This research consists of two cycles with eight stages, namely, the first stage is planning, the second stage is acting (implementing), observing and the third stage is reflecting. In each cycle, this research will be carried out following the indicators to be achieved, to obtain the data needed as a conclusion to answer questions or problems.

Research Instruments

¹ Anas, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo), Hal: 50.

² Sidik, Moch Ilham dan Winata,Hendri,(2016), Improving student learning outcomes through application of direct instruction learning model, *Jurnal Pendidikan Manajemen Perkantoran*, Vol. 1, No. 1. Hal: 50

The type of data used in this study consisted of (a) qualitative data obtained from observations of teacher and student activities in each action in the form of observation sheets consisting of: (i) observation sheets for teachers (researchers) in implementing lesson plans, (ii) observation sheets for students regarding activities during the learning process, (b) quantitative data obtained from the evaluation results given at the end of each action which serves as information about students' progress in understanding the material being taught. This data was taken by using a test that includes a pre-test and a test at the end of each action.

RESULTS AND DISCUSSION

Pre Action

Hadith learning activities in class VII E are carried out twice a week, on Saturday and the following Saturday. The discussion about daily etiquette learning began at the second meeting on Saturday, December 04, 2021. Learning is carried out using the lecture method and then ends with assignments to work on the questions given by the teacher about the material. The test results showed that of the 24 students, 13 students (54.17%) were declared complete, while the other 11 students (45.83%) were declared incomplete. The method used by researchers is to conduct discussions with students who have not yet completed. In general, students commented that they still find it difficult to understand and apply this daily hadith. But after an explanation from the teacher, students have obtained an overview of the practice of the material. Based on these results, the researcher proceeded to the first cycle of action.

Cycle I

The first cycle activities are carried out in the following week. Precisely on Saturday, December 4, 2021. In practice, the teacher has used the lecture method. As a first step, the teacher asks questions about the previous material that has been studied, then provides an overview of the subject matter to be studied. First, the teacher recites the hadith, then gives instructions to the students to participate in reciting the hadith which is directly demonstrated by the teacher. After it was felt enough to recite the hadith, the teacher wrote the material on the blackboard and instructs the students to write it down in a notebook. Before reviewing the material, the teacher allows students to ask questions and explain the material. Then, the teacher gives instructions to students to read and understand, because then an evaluation will be held.

Before entering the evaluation, the teacher erases the summary on the blackboard and instructs the students to close the book, and is then given questions that are answered in sheet form. The material presented was the etiquette of sneezing and etiquette when yawning. The assessment or evaluation used is with individual assignments, namely answering questions prepared by the teacher in the form of sheets and collecting student work from the teacher. The results of the first cycle assessment can be seen in the following table:

NO	NAME	VALUE	COMPLETENESS
1	Alfi Zahriya	40	Not Complete
2	Angelita Yudhiska Rahmawati	40	Complete
3	Anum Syifa Azzahra	85	Complete
4	Aprilinda Rohma Rosyid	50	Complete
5	Ashilah Yuristy Maulidya	40	Not Complete
6	Ayumi Agista Azahra	40	Not Complete
7	Az-Zahra Mufidatul Syahdena Putri	80	Complete
8	Bazliyyah Huwaydah	90	Complete
9	Bunga Arum Aprilya	40	Not Complete
10	Chika Amanda Evrylika Putri	40	Not Complete

NO	NAME	VALUE	COMPLETENESS
11	Chindy Amelia Ramadhani	65	Complete
12	Maretha Alifa Delia Putri	75	Complete
13	Maulida Asy Syifa Kamila	65	Complete
14	Mirrooh Al Birri	60	Complete
15	Nadia Artika Sari	40	Not Complete
16	Nasva Aulia Putri	60	Complete
17	Noura Safa Permata	40	Not Complete
18	Raysa Zahrotus Sita	50	Complete
19	Ryuka Salsabila	40	Not Complete
20	Silvina bening Herningtyas	40	Not Complete
21	Syifa	40	Not Complete
22	Syifa Camelia	40	Not Complete
23	Violney Alpin Kamiliya	70	Complete
24	Zidna Nailun Ni'mah	70	Complete

Table 1 Evaluation Results of the Action End Test Cycle I

The results of the assessment showed that out of 24 students 13 students (54.17%) had completed. While the other 11 students were declared incomplete ((45,83%) %) did not meet the Minimum Completeness Criteria (KKM) for Madrasahs (45). The obstacle found is the lack of students in mastering Arabic vocabulary, so that students find it difficult to understand the meaning, memorize, and apply it in daily activities. So that students still have difficulty understanding and memorizing hadith.

In the next step, the teacher reflects on the 11 students who have not reached the KKM by guiding the students to try to repeat the explanation of the material, even the teacher deals with it privately. After being retested, the majority of students have understood the material, although there are still some that are lacking in application in daily activities. Based on the reflection carried out in the first cycle, the conclusion drawn by the researcher was that the results obtained were not as expected. Then the researcher followed up with a second cycle.

Cycle II

Second Cycle activities were carried out in early August to be precise on Saturday, December 11, 2021. This activity was a follow-up to the first cycle by using the direct instruction model in Hadits subjects about sneezing and yawning etiquette. In the learning process, students have given a retest of student understanding which the second Cycle emphasizes, and direct instruction on students' vocabulary and pronunciation so that students can understand and apply hadith in daily activities.

In general, the implementation of learning activities went according to expectations. This can be seen from the results of the final test of second cycle activities shown in the following diagram:

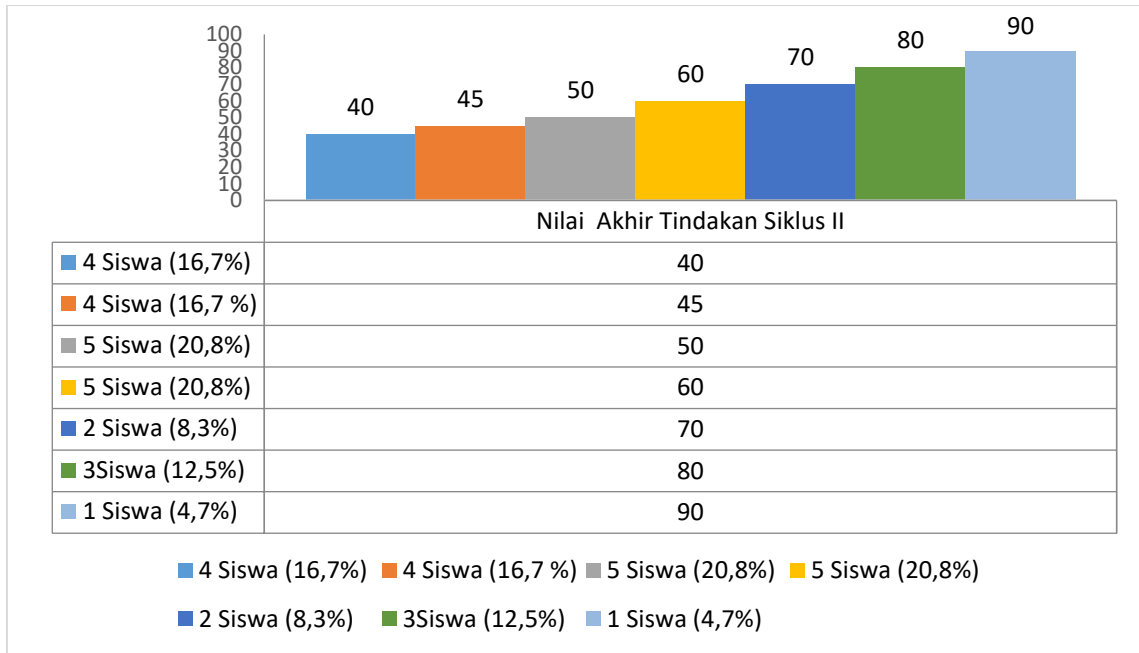


Diagram of the Results of the Final Test Action Cycle II

From the results of the evaluation of the final action test in the second cycle, 20 students have reached the KKM (83.3%) while the other 4 students have not completed (16.7%). From the results above, it can be shown that using the direct instruction model in the Hadith subjects about the etiquette of sneezing and yawning, can significantly increase students' understanding in class VII E MTs Wali Songo Putri.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research that has been carried out, the researcher concludes that using the direct instruction model in the Hadith subjects about Sneezing and Yawning Adab can increase students' understanding which is very significant. This can be shown by an increase in student understanding which leads to fluency in memorizing and applying students in everyday life.

Suggestions

It is hoped that PAI subject teachers can choose the right strategies and methods according to the learning material so that learning can realize student understanding that leads to the application of the learning.

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