

The Effectiveness of Learning Quran Hadith on Card Short Media on Student Learning Motivation

1stHasna'Rizqia Achmada¹, 2ndHavidz Cahya Pratama²

^{1,2}Universitas Muhammadiyah Purwokerto, Indonesia

Corresponding Author:

Havidz Cahya Pratama

Universitas Muhammadiyah Purwokerto, Indonesia (Jl. KH. Ahmad Dahlan, Dusun III, Dukuhwaluh, Kec. Kembaran, Kabupaten Banyumas, Jawa Tengah 53182)

e-mail: havidzcahya@gmail.com

ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Studying the Quran provides useful knowledge for individuals and society. In education, it is important to not only give birth to people who are faithful, pious, and have noble character but also can master technology and information to be able to compete in the international realm. As a teacher, you must also try to help students in learning to read, memorize and interpret the Quran by using appropriate techniques, facilities and learning tools. Thus, learning media in the learning process is very important to be able to motivate student learning and make it more interesting and fun. This research is a type of mixed method (combining quantitative and qualitative research approaches) with data collection techniques in the form of observation, interviews and questionnaires. Data analysis using sequential explanatory strategy is the second stage of qualitative data collection and analysis. This is based on previous quantitative findings. The results of this study indicate that quantitative data analysis, namely the results of the frequency of the x variable indicator of 53%, where the value is included in the effective classification and the y variable of 46%, where the value is included in the less effective classification, is not in accordance with what the researcher expected. This is thought to be due to the influence of student interest in this subject itself which is indeed in a condition that is not too high or in terms of a less desirable situation. This is in line with what the teacher has explained about the obstacles faced when learning takes place, such as chatting and playing, lack of parental attention in guiding students to study at home, resulting in decreased motivation in learning.</i>
Keywords: <i>Card Short Media; Learning Motivation; Learning Al-Quran Hadith</i>	

INTRODUCTION

The Quran is a holy book that has been revealed by Allah SWT and must be believed by all people who believe in islam. Therefore, the Quran is very important for humans because it will guide their lives towards the right direction and bring happiness both in this world and in the hereafter. The Quran also serves as a guide for all people and distinguishes what is right and what is wrong. Allah SWT asks people to study and understand the Quran which is meant to open people's eyes and tell them who they are and what their place is in this world.

Studying the Quran is like giving someone a lot of knowledge that can benefit individuals and society as a whole. This is a big problem in the world of education because education not only produces people who have faith, piety, noble character, noble character and are able to read the Quran, but also must teach them to be able to have the ability to master technology and information so that they can compete internationally.

Given the importance of teaching students to read, recognize, memorize and interpret the Quran, a teacher must make various efforts to help their students to gain knowledge and ability to read, memorize Quranic verses and interpret them. All these efforts must be done along with the use of techniques, facilities and learning tools that are in accordance with the learning of Al-Quran Hadith. In addition to the strategies, techniques and equipment that can help learning, learning media is also important to be able to help students and make it easier for teachers when learning. Because learning media is included in the determining factor of success in learning. By using learning media, the process of learning can be more interesting and enjoyable for students. (Alauyah, 2014).

In fact, in the learning process, there are some teachers who seem to ignore the use of media in a lesson, especially in the subject of Al-Quran Hadis. Where, teachers give various reasons for this including time constraints, material that is too broad, lack of motivation of students in participating in learning and lack of adequate learning media. Learners also do not have sufficient ability to read, memorize or interpret the Quran and they often make mistakes when reading it.

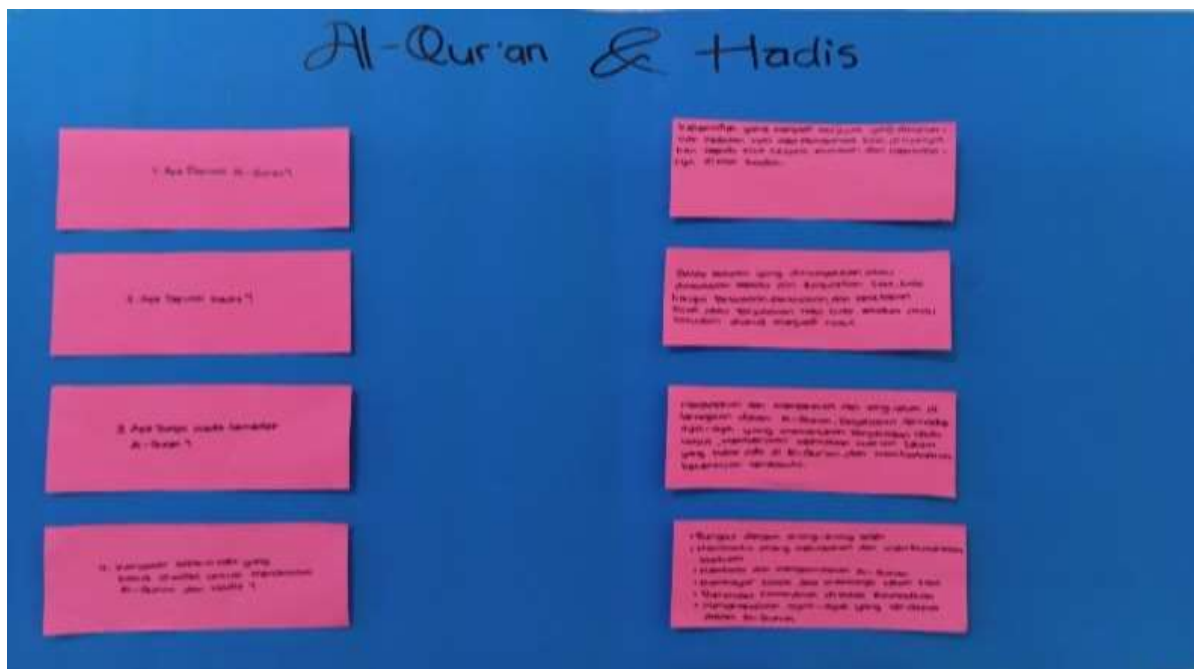
In SMP Muhammadiyah Tambak, Banyumas Regency, memorizing the Quran and reading according to makharijul huruf are two learning methods that usually make students not respond quickly. In the subject of Al-Quran Hadis can play a very important role in the learning process at school. The need for learning media that is in accordance with the material to be taught and fun for students, this will be able to motivate students to learn, especially the subject of Al-Quran Hadith. Thus, the researcher will see how effective the card short media is in learning Al-Quran Hadith. Based on preliminary observations with one of the Islamic religious education teachers at SMP Muhammadiyah Tambak, the results obtained that in learning Al-Quran Hadis that have occurred limitations of school learning media and lack of motivation of students in participating in Al-Quran Hadis learning, it becomes a problem in the learning process.

From the above problems, it makes researchers want to discuss how the effectiveness of this short card media in learning Al-Quran Hadith on student learning motivation at SMP Muhammadiyah Tambak, Banyumas Regency and what are the supporting and inhibiting factors in the effectiveness of this short card media in learning Al-Quran Hadith on student learning motivation at SMP Muhammadiyah Tambak, Banyumas Regency. With the aim of knowing the effectiveness through short card media on student learning motivation at SMP Muhammadiyah Tambak and knowing the supporting and inhibiting factors in the effectiveness of short card media in learning Al-Quran Hadith on student learning motivation at SMP Muhammadiyah Tambak Banyumas Regency.

In the Big Indonesian Dictionary (KBBI), it is stated that effective means there is an effect or influence, while effectiveness is an influential state. It can be concluded that effectiveness is achieving conformity between the implementation of tasks and the goals set (Abidin dkk., 2020). This involves the ability of an organization to obtain and use the necessary resources to achieve its operational goals. According to Mulyasa, effectiveness is the existence of a correlation between two people who carry out tasks with the goals shown and utilize resources in an effort to achieve these operational goals (Mulyasa, 2004). The Quran is the

word of Allah SWT that has been revealed to the Prophet Muhammad SAW through the angel Gabriel. In this case, the Quran is considered as majid (majesty) and mubin (explanation). On both sides, the Quran contains everything that humans do to achieve happiness both in this world and in the hereafter. Meanwhile, hadith according to experts includes all things taught by the Prophet SAW, such as words, actions and confessions (taqrir) or physical characteristics and moral characteristics both before and after becoming a prophet (Arifin, 2020).

Card short media, according to Syaiful Bahri Djamarah, is a learning media where people work together or work together. This media is used to teach ideas, properties, classifications, and facts about objects or review information (Syaiful, 2014). Therefore, it can be said that short card media is a selection of media cards consisting of pieces of paper that have been formed into thick rectangles for various purposes where the card contains material that will later be given by the teacher to students. The material is in the form of pictures, picture captions, questions and answers. Figure 1. Is the media used in this study.



Data source: (Personal Documentation)

Figure 1: Short Card Media

Meanwhile, according to Budiningsih, learning is a process to gain knowledge, where students participate in activities and think actively, build ideas and give meaning to what has been learned (Suprihatiningrum, 2013). In addition, motivation according to M. Ngalm Purwanto is a conscious drive that influences a person's behavior and encourages him to achieve certain goals or results. This involves efforts to create conditions that encourage individuals to act, and when needs are not met, individuals will seek to overcome or avoid motivations that arise from within them, not from external factors (Emda, 2018). So it can be concluded that learning motivation is a drive or passion that encourages individuals to continue learning and strive in education. This includes the reasons and needs that motivate a person to improve their knowledge, skills and abilities. Learning motivation can arise from various factors, such as the desire to achieve personal goals, interest in the material being studied, or encouragement from others such as teachers, family, or friends.

METHODS

This study used a mixed method, which combines quantitative and qualitative approaches with a sequential explanatory strategy (Craswell, 2013). It was conducted at SMP Muhammadiyah Tambak, Banyumas Regency. With the implementation time of this study for two months from March to April 2024. With the research subjects being the head of the school, the Al-Quran Hadith subject teacher and 35 seventh grade students of SMP Muhammadiyah Tambak and the object of this research is "The Effectiveness of Al-Quran Hadith Learning on Card Short Media on Student Learning Motivation at SMP Muhammadiyah Tambak, Banyumas Regency" which includes how effective Al-Quran Hadith learning on Card Short Media is at SMP Muhammadiyah Tambak, Banyumas Regency. The population in this study was 35 students from class VII A as many as 20 students and VII B as many as 15 students and the sample used was a total sample which used the entire population as a sample (Sugiyono, 2019).

So the researcher took a sample of 35 students. The data collection techniques collected in this study were observations made directly at SMP Muhammadiyah Tambak, interviews conducted with the principal and Al-Quran Hadith subject teachers and questionnaires conducted with seventh grade students at SMP Muhammadiyah Tambak, Banyumas Regency. The instruments used in this study used two variables, namely the card short media variable (x) and the student learning motivation variable (y) which will be measured using a Likert scale measuring instrument with a total of 40 questions. Where, each questionnaire contains 20 questions each. Where, each questionnaire contains 20 questions each. The data analysis technique in this study uses quantitative and qualitative analysis. The quantitative data analysis uses descriptive statistical analysis with the percentage formula. While qualitative analysis researchers use data reduction, data presentation and conclusion drawing.

RESULTS AND DISCUSSION

This research was conducted at SMP Muhammadiyah Tambak, Banyumas Regency using mixed method research with quantitative and qualitative analysis techniques. As for this quantitative data, researchers conducted an instrument test. Validity and reliability tests for each research variable were carried out by this instrument to ensure good data. The validity test is considered valid if the calculated r value is greater than the r table value. The validity test that has been carried out using the help of SPSS version 16.0 for Windows produces an r table value of 0.349 from 40 questions which are divided into two parts, namely questionnaire instruments regarding card short media and student learning motivation, each consisting of 20 questions. In addition to the validity test, researchers also conducted a reliability test, where this reliability test is used to show consistency in data. This reliability test is carried out on question items that have proven their validity in the previous validity test. There are 40 question items in this study that have been proven valid. Reliability testing was carried out using Cronboach's Alpha formula, with the following results:

Table 1.

Reliability Test Results of Card Short Media Instruments and Student Learning Motivation

Variabel	Butir Pertanyaan	Cronboach's Alpha	Keterangan
Media Card Short (X)	20	0,851	Reliabel
Motivasi Belajar Siswa (Y)	20	0,875	Reliabel

Data source: Results of Data Processing SPSS 16.0 for windows

Table 1. Is the result of the data above which can be concluded that the data shows the coefficient value of variable x is 0.851 with a total of 20 question items and variable y is 0.875 with a total of 20 question items. So this, the score is above 0.6 so that the instrument used is reliable. In addition to the validity and reliability tests. There are 40 questionnaire questions, each of which in one variable contains 20 indicators of questions that students will later answer. For the calculation of the score in the questionnaire using Likert scale measurements with two assessment weights, namely for positive questions Strongly Agree (SS) the score is 4, Agree (S) the score is 3, Disagree (TS) the score is 2, Strongly Disagree (STS) the score is 1. As for negative questions, the score is reversed where Strongly Agree (SS) the score is 1, Agree (S) the score is 2, Disagree (TS) the score is 3, Strongly Disagree (STS) the score is 4.

In addition, the researcher also calculated the frequency of the answer value of the answers that had been given by the respondents to each question item that had been asked by the researcher, this was done by the researcher to find the percentage of questionnaire answers from respondents. The percentage results are adjusted to the criteria proposed by Arikunto (Arikunto, 2010), which can be seen in table 2.

Table 2. Classification of Card Short Media Effectiveness Variables

No	Klasifikasi	Kategori
1.	76 - 100%	Sangat Efektif
2.	51 - 75%	Efektif
3.	26 - 50%	Kurang Efektif
4.	0 - 25%	Tidak Efektif

The results of the frequency calculation in this questionnaire obtained the average percentage obtained, namely in variable x 53%, which these results indicate that the effectiveness of short card media on the effectiveness of learning Al-Quran Hadith on short card media on student learning motivation is in the effective category, namely 53% which is in the range 51 - 75%. The results of the frequency calculation in this questionnaire obtained the average percentage obtained, namely in variable y 45.8% which is rounded up to 46%, which shows that student learning motivation on the effectiveness of learning Al-Quran Hadith on the media card short on student learning motivation is in the less effective category, namely 45.8% which is in the range 26 - 50%. This is thought to be due to the influence of student interest in this subject itself which is indeed in a condition that is not too high or in terms of a less desirable situation. There are many things that can cause this to happen, both internal and external factors, such as students chatting and busy themselves during learning, material that is difficult for students to understand, students do not like the subject, and lack of parental attention in guiding students in learning at home (Darniyanti & Saputra, 2021).

In addition to the results of quantitative analysis, researchers also analyzed the results of qualitative data where researchers conducted interviews with Islamic religion teachers and school principals to strengthen the results of previous data analysis. So it can be obtained related to the learning of Al-Quran Hadith on Media Card Short, namely the first, about the existence of supervision or supervision in learning Al-Quran Hadith carried out internal supervision which is carried out every 1 semester and also conducts monitoring of teachers in carrying out learning in the classroom, where it is carried out at least once a month as well as sometimes carried out coaching for teachers in schools both related to classroom management or motivational coaching for teachers in teaching in class or other coaching.

Second, regarding supporting facilities in learning and classroom management, that the learning media facilities at SMP Muhammadiyah Tambak, Banyumas Regency can be said to be adequate even though there are not many, but this does not discourage teachers at school to make their own learning media in accordance with lesson plans or teaching modules that have been made in accordance with the subjects that will be taught. And this is in line with what is stated by Sudjana and Rivai in the benefits of the learning media itself where it is said that this learning media can foster student motivation in learning and teaching will be more varied and more interesting (Karo-Karo & Rohani, 2018). As well as in terms of classroom management or sitting sometimes using later "u" or with a facing or group model which can focus students and make students active which has been adjusted to the methods and media to be taught.

Regarding learning motivation for learning Al-Quran Hadith, the teacher also explained that in terms of motivating students sometimes do with punishment. This is also in line with the forms of motivation in learning, where it is explained that this form of punishment motivation functions as a negative reinforcement, but if used wisely and appropriately, it will provide a good and efficient intensive. If done in an educative way, punishment will function as a motivational tool rather than as an act of revenge (Sardiman, 2019). Here, the educative approach is defined as an educational punishment that is intended to correct students' attitudes and actions that are considered wrong so that they do not do the same thing again. It would be better if learners stop doing it the next day. In addition to what has been explained, of course in learning activities teachers will experience obstacles when carrying out this learning, such as when learning students play alone or chat with their friends and lack of guidance from parents when at home.

This is in line with the results of the frequency related to student learning motivation, where the results of the frequency are in the less effective category, as has been explained that in the learning process there are still students who are busy on their own, for example chatting and playing so that this can interfere with students' concentration and focus on learning, lack of parental attention in guiding students in learning at home so that students' interest in learning decreases which results in decreased motivation in learning. In addition, with the punishment that teachers sometimes do to students, the punishment is sometimes a factor in the decline in student motivation in learning because students become uncomfortable when learning takes place and do not understand the material that is difficult to understand which has been conveyed by the teacher during learning. As for the explanation above, the researcher found several findings which are the supporting and inhibiting factors in learning Al-Quran Hadith on this short card media. The inhibiting factors include: differentiation of learning, parental involvement in learning and the influence of gadgets on student motivation and interest in learning. While supporting factors include: student participation and learning interaction (between teachers and students).

The results showed that the supporting and inhibiting factors in learning Al-Quran Hadith on this short card media can be concluded that the importance of using a learning approach that meets the needs of students, the involvement of parents and good management of gadget use and the need for monitoring from parents themselves. In addition, student participation and good interaction between teachers and students are key factors in supporting the success of learning Al-Quran Hadis with this card short media.

The results of the study highlight that successful learning using the short card media for Al-Quran Hadith requires a multifaceted approach that aligns with student needs. Just as multimedia makes learning more enjoyable and understandable, the integration of short card media enhances engagement when combined with the right teaching methods. In this context,

parental involvement, effective management of gadget use, and continuous monitoring play a crucial role, similar to how multimedia tools cater to diverse learning styles. Furthermore, strong student participation and positive teacher-student interaction mirror the way multimedia fosters deeper understanding, thus becoming essential elements in the success of both teaching strategies (Pratama dkk., 2022).

CONCLUSION

Based on the results of quantitative data analysis, the results of the frequency of the x variable indicator are 53%, where the value is included in the effective classification and the y variable is 46%, where the value is included in the less effective classification, this is not in accordance with what the researcher expected. This is thought to be due to the influence of student interest in this subject itself which is indeed in a condition that is not too high or in terms of a less desirable situation.

This is in line with what the teacher has explained about the obstacles faced when learning takes place, such as, there are still students who are busy on their own, for example chatting and playing so that this can interfere with students' concentration and focus on learning, lack of parental attention in guiding students in learning at home so that students' interest in learning decreases which results in a decrease in motivation in learning. In addition, with the punishment that teachers sometimes do to students, the punishment is sometimes a factor in the decline in student motivation in learning because students become uncomfortable when learning takes place and do not understand the material that is difficult to understand which has been conveyed by the teacher during learning.

So from the results of both it can be concluded that this card short media can be categorized as effective with the results of 53% which in learning especially learning Al-Quran Hadith and the media can be used in learning. But in terms of motivating student learning using this media, it may still have to be improved again because this is not in accordance with what is expected by researchers, which can be seen from the frequency results in variable y.

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