Implementation Of Digital Learning To Improve Students' Learning Activity In The Subject Of Al-Qur'an Hadith

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Abstract

This study aims to examine the application of digital learning in the Al-Qur'an Hadith subject at MAN 1 West Aceh using the Classroom Action Research (CAR) method of the Kemmis-Taggart model. The results of the study indicate that digital learning is learning that uses digital technology to convey material to students, which can be done by using devices such as computers, tablets, and smartphones, using online learning platforms, using educational applications using the internet to search for sources of information and present learning materials contextually and delivering audio-visual materials in the form of text, graphics, animations, or videos. Success of Digital Learning Student scores (blue) tend to be higher than scores (green), especially in the aspects of Average, Max, and Mean, indicating the effectiveness of the application of digital learning on student activity in the Al-Qur'an Hadith subject. In terms of Data Diversity, the Standard Deviation (Std) and Variance (Var) have small values, indicating that student learning outcomes are quite consistent, with little deviation between students. Meanwhile, in terms of value distribution, the maximum student value is very high, almost reaching 100%, indicating that there are students who are very active and involved. The value mode is also significant, indicating a consistent pattern of success in the majority of students and in terms of Score Gap and score values (green) have much smaller values than the values (blue) on each indicator. This shows that the value as a representation of final achievement is more prominent than the initial score or other indicators.

Introduction

Education is an effort to gain knowledge and skills that can change behavior, influence the way of thinking or mindset and increase expertise or skills. School is one of the institutions for pursuing education and carrying out the teaching and learning process. With education, a person can become a knowledgeable and moral person.

The teaching and learning process will occur if there is a reciprocal interaction between educators and students. As an educator, you must be able to create a conducive teaching and learning climate and be able to motivate students in teaching and learning which will have a positive

impact on achieving optimal learning outcomes. When a teacher teaches, it is not enough to just master the learning material that must be conveyed to students.

One of the steps that can be taken by teachers so that the learning process runs well is to design a learning model that will be implemented as well as possible. This step is important for a teacher to take, if the teacher does not plan the learning model before starting to teach, then the learning objectives will not be achieved optimally.

In general, a model is seen as a representation (both visual and verbal) that presents something or complex information, into something that is simpler or easier to understand. The learning model is a framework for implementing an approach, procedure, strategy, method, and learning technique from planning to post-learning. The function of the learning model is as a guideline for teachers in carrying out learning activities so that they can determine the steps and everything needed in the learning process. Learning activities require active learning, namely with collaborative participation between teachers and students. Active learning is an activity or activity of students in learning activities at school that supports student success. In addition, active learning is an effort by students to develop their potential through a series of learning activity processes, both face-to-face or online learning to achieve learning goals. The role of the teacher is 25%. The role of students is 75%. Teachers must continue to explore children's potential. High learning activity will make it easy to construct knowledge and will produce high values.

KMA No. 450 of 2024 concerning Guidelines for Curriculum Implementation in Madrasahs states that: The Ministry of Religion provides autonomy to madrasah managers and all stakeholders to manage their madrasahs independently, creatively and innovatively, this is intended to provide constructive, humanistic, and adaptive educational and learning services with the development of science and technology. Al-Qur'an Hadith is one of the subjects of Islamic religious education taught in Madrasahs. So far, from the results of observations and supervision during the learning process, students do not have the same involvement during the learning process. The absence of media related to learning materials makes learning boring, resulting in students being less motivated to follow it, even choosing to sleep or talk to their friends during the learning process. Teacher Center and the use of rigid, unvaried learning methods and only giving memorization assignments still dominate teachers in carrying out learning activities. Such a learning situation needs to be changed by doing something new that can stimulate all students to contribute actively during the learning process. In the era of the industrial revolution 4.0, the world of education demands the integration of the use of technology, both physically and non-physically, into the world of learning. Where to face the era of the industrial revolution 4.0, education is needed that can form a creative, innovative, and competitive generation. Indonesian education learning methods must shift to technological processes or can be called digital. Students are required to be a generation that is sensitive to technology. In this modern era, improving the quality of education must continue to be updated, including in the digital learning model. The education curriculum expects teachers to integrate information and communication technology into all subjects. This is a challenge for a teacher as a learning agent to have creativity and innovation in developing learning materials or media by optimizing the use of technology as a medium and tool in delivering learning. Digital learning is a method used to help the student learning process by using various tools or materials to channel learning materials to students. The types of learning media are divided into several types, including books, teaching aids, digital learning media in the form of interactive multimedia media, audio-visual media, videos and animations, images, social media, online/e-learning, and many more

that display learning materials in contextual, audio, and visual forms that are interesting and interactive.

Method

Qualitative method is a way of conducting research that produces descriptive data in the form of written or spoken language of people, as well as their behavior, regarding the condition of a group of people, objects, or cultural groups (Moleong, 2013). This study aims to examine the application of digital learning to improve student learning activity in the subject of Al-Qur'an Hadith. The subjects in this study were students of MAN 1 West Aceh involving 17 male students and 18 female students. While the object of this study is the application of digital learning used in Al-Qur'an Hadith learning activities. This study uses the type of Classroom Action Research or Classroom Action Research model Kemmis-Taggart with the research stage carried out with the planning stage, namely the researcher makes a research instrument in the form of a questionnaire, conducts research, and observations using data collection techniques in the form of questionnaires, and reflections on research results.

Results and Discussion

1. Digital Learning

Holzberger stated that digital learning is a delivery in the form of digital media such as text or images via the internet (Holzberger, D., Philipp, A., & Kunter, 2013). The learning content provided aims to improve the effectiveness of teaching and increase the knowledge and personal skills of students. Digital learning media has many benefits for a teacher, including as a learning tool that can be used to facilitate the delivery of material and is a new method to improve learning and a more enjoyable classroom atmosphere. Currently, in the learning process, a teacher must be able to create various ways to make students enthusiastic about learning so that what is conveyed by the teacher can be understood and understood by students. Teachers must also be able to increase their students' interest in learning by attracting students' attention. The interest in learning possessed by students is the most important thing that students must have to facilitate the learning process, if students do not have an interest in learning, it is certain that the students will not get any results from the learning they have done.

Benefits of Digital Learning Media The benefits of learning media in the learning process are to facilitate communication between teachers and students. Kemp and Dayton put forward the benefits of learning media as follows:

a. The delivery of learning materials can be standardized through the use of media. Media has the benefit of conveying diverse materials into a uniform manner. Thus, students who see or hear descriptions of science through the same media will receive the same information as their friends;

b. The learning process is more interesting, media can arouse students' curiosity, help students concretize something abstract and so on;

c. The learning process of students becomes more interactive, media can help educators and students carry out active two-way communication;

d. Educators can reduce the amount of time spent teaching, because they usually spend quite a lot of time explaining the material. Media can shorten the time for delivering material so that it does not take a long time;

e. With media, the quality of student learning can be improved because they can absorb the

learning material more deeply and completely.

2. Student Activity

Understanding Student Activities, The learning process is essentially the development of student activity and creativity through various interactions and learning experiences. Learning is an important foundation for success in the learning process. Here are some definitions of active students:

a. Active students are students who are intellectually and emotionally involved in learning activities (Ahmadi & Supriyono, 2004);

b. Active students are students who are continuously physically and mentally involved in learning (Hollingsworth, P., & Lewis, 2008);

c. Active students are students who participate in physical and mental activities, especially actions and thoughts as an inseparable chain (Sardiman, 1994);

d. Student activities during the learning process do not only involve physical forms such as sitting in a circle, doing/doing something, but can also be in the form of analysis, analogy, comparison, evaluation, many implications for students at the psychological and emotional levels (Sugandi, 2004).

The level of student activity during learning can be seen from the student's side. In other words, the learning that students have is actively seen by students. This is also known as the ability to use thoughts, feelings, desires, and desires. It is in this dimension that students ultimately grow and develop creative skills. There are several indicators or characteristics of student learning activity to determine the realization of student activity in the education and learning process. You can use student active learning indicators to identify what behavior occurs in the teaching and learning process. These indicators are:

a. Courage, interest, needs, desire to show problems;

b. Preparation activities, desire and courage to participate in the process and continue learning, and opportunities;

c. Various educational and learning efforts/the emergence of creativity to achieve success;

d. Freedom to do it without pressure from teachers/other parties) (Ahmadi & Supriyono, 2004).

Students' active activities can be reflected in the following activities:

a. Do something to understand the subject with confidence;

b. Learn, experience and find out for yourself how to obtain a knowledge situation.

c. Feeling independent, liking the tasks given to him by the teacher;

d. Group learning;

e. Trying out certain concepts on their own;

f. Communicating the results of thinking, discoveries, and gratitude verbally and externally (Suryosubroto, 2002).

Based on the characteristics of student activities put forward by the three experts, the student activity index can be concluded as follows:

a. Expressing desires and motivations and showing various efforts in learning activities;

b. Participating in the preparation, process and continuation of learning activities and communicating learning outcomes;

c. Showing various learning efforts towards success (learning to be creative);

d. Learning, experiencing and discovering the knowledge gained.

Based on these characteristics, it is necessary to understand student needs to determine student activities. To meet the needs of students, we not only need to provide materials for our activities as accurately as possible, but also support the implementation of our teaching and learning process.

3. Al-Quran Hadith Lessons

Arbain Nurdin that the Qur'an and Hadith are included in the PAI subject group (Bashith, A., Adji, W. S., & Nurdin, 2021). PAI learning in madrasas is learning that covers various disciplines, namely the Qur'an and Hadith, Akidah and Akhlak, Fiqh and History of Islamic Culture (SKI). This study of learning the Qur'an and Hadith emphasizes that students should be able to read and write the Qur'an and Hadith correctly, then understand the meaning contained therein both textually and contextually and practice the values of the Qur'an and Hadith in everyday life.

In the Decree of the Minister of Religion of the Republic of Indonesia Number 183 of 2019, concerning the Curriculum of Islamic Religious Education and Arabic in Madrasas, it is stated that the objectives of the Al-Qur'an and Hadith subjects. While the objectives of the Al-Qur'an and Hadith subjects in Madrasah Aliyah are as follows:

a. Increase students' love for the Qur'an and Hadith;
b. Equipping students with the evidence contained in the Qur'an and hadith as a guideline in responding to and facing life;
c. Increasing understanding and practice of the contents of the Qur'an and hadith based on the scientific foundations of the Qur'an and hadith.

4. Steps in Implementing Digital Learning in Al-Quran Hadith Subjects

There are several steps taken in implementing digital learning in learning the Al-Quran subject, namely:

a. **Prepare Learning Planning (RPP)**

The ability of teachers in preparing learning plans greatly supports the achievement of learning objectives, with thorough preparation and planning teachers will find it easy to deliver materials and also easy for students to understand. Ustadz Tanzili as a teacher of the Al-Qur'an Hadith subject explained that he always prepares a syllabus, lesson implementation plan (RPP), adjusts the method according to the material being taught, adjusts the material to the available time allocation and prepares tests to be carried out at the end of learning.

b. **Choosing Supporting Media for Digital Learning**

There are several learning media used in the application of digital learning in learning the Al-Qur'an Hadith subject at MAN 1 West Aceh.

1) **Laptop**

Laptops or portable computers are mobile computers that are relatively small and light, depending on the size, material, and specifications of the laptop. Laptops are sometimes also called notebook computers or just notebooks (Ginting, 2015). Most laptops have the same features as computers, such as being able to run software and manage files.

The benefits of laptops have become a necessity and important equipment for students in their educational journey. Laptops provide many benefits, improve the learning process and contribute to academic success

The main advantage of using a laptop for students is access to educational software and resources. These resources allow students to gain knowledge about various subjects, explore various concepts, and engage in interactive learning. Laptops allow students to take their own notes by exploring various educational websites. This can help them strengthen their understanding of subject matter, organize their thoughts, and enrich their knowledge. Using a laptop can also improve students' technological skills. In this digital era, technological skills are very important and needed in various fields of work. By using a laptop, students can learn and practice using various programs and applications that are commonly used in educational institutions. In addition, the use of laptops in class presents a systematic way of learning. Students can easily organize their files and documents, take digital notes, be effective and time efficient using various productivity tools available on the laptop.

2) Infocus

Infocus is one of the modern technologies that can be used in mathematics learning. Infocus is an interactive projector used to display learning materials, such as presentation slides, videos, and images (Silaen, 2023). A projector is a general term for a device that has a similar function, namely projecting images or videos. Infocus or interactive projectors can be used in learning to display learning materials visually and interactively. Here are some of the benefits of using infocus in learning:

a) Learning materials can be displayed visually that is more attractive and interactive.;
b) Students can see presentations more clearly and in focus;
c) Teachers can display materials more clearly and easily understood;
d) Students can more easily understand difficult concepts;
e) Learning and teaching activities look lively and varied;
f) Teachers do not need to write on the board often to explain;
g) The use of infocus can save time and be more efficient.

3) Speaker

Speaker or loudspeaker is an electronic component that functions to convert electrical vibrations into sound vibrations (Kurniawan, 2018). Speaker functions:

a) Convert electrical waves from audio amplifier devices into sound waves or vibrations;
b) Determine sound quality;
c) Reproduce sound from CDs, magnetic tapes, and DVDs
d) Speakers have several components, including: Magnets, Coils, Cones, Membranes, Casings.

The use of speakers in learning can help students understand the subject matter better, and make the learning experience more in-depth. Here are some of the benefits of using speakers in learning:

a) Help students understand the material;
b) Audio-visual media that use images or videos can help students understand complex concepts or topics;
c) Create an interactive learning atmosphere;
d) Audio-visual media can make the learning atmosphere more interactive and real;
e) Help students who have visual and auditory learning styles;

f) Audio-visual media can help students who have visual and auditory learning styles;

g) Help students in exams;

h) Speakers can be used by teachers to conduct exams that require speakers such as listening tests;

i) Helping students focus on lessons.

By using audio in learning, students can wear headphones, read on the screen while listening, and ignore the outside world.

4) Internet

The Internet is a large network consisting of various networks that include educational and research networks and connect millions of computers in these networks. The WWW is a client/server system designed to use hypertext and hypermedia documents via the Internet. The WWW uses HTTP (HyperText Transfer Protocol) to exchange information, images, and other data. Documents are formatted in HTML (Hyper Markup Language) which is used to create pages and documents presented on the Web. URL stands for Uniform Resources Locator is a standard way used to specify a site or page on the Internet. URL is a standard way to display information about the type of content and location of a file: the file name, the location of the computer on the Internet, the location of the file on the computer, and the Internet protocol used to access the file.

The internet is very important in the development of learning in the digital era and the metaverse era (Hasan, 2023) and the use of the internet in learning must be followed by increasing teacher professionalism (Suharman, 2024). The internet provides several important facilities that can be used for internal organizational needs such as providing organized information and communication. Internet facilities that can be obtained by its users include: 1. Electronic Mail (E-Mail) Electronic mail (e-mail) is an internet resource that is widely used by users because of its speed in sending letters to their destination in just a few seconds. Every sender or recipient of e-mail has an e-mail address. Fast e-mail transfer uses a protocol called SMTP (simple mail transfer protocol). There are two e-mail delivery models, namely, the mail server (the server that handles e-mail) immediately contacts the destination and then sends the letter. Another way is to store and forward. This method is applied if the destination server is not always connected to the internet. E-mail is generally used to exchange written messages, send and receive from a person's communication network work center. An e-mail user is provided with an electronic mailbox with an address. A message is often a note or a memo, but can also be a working document such as a spreadsheet, graph, or engineering proposal sent for comment.
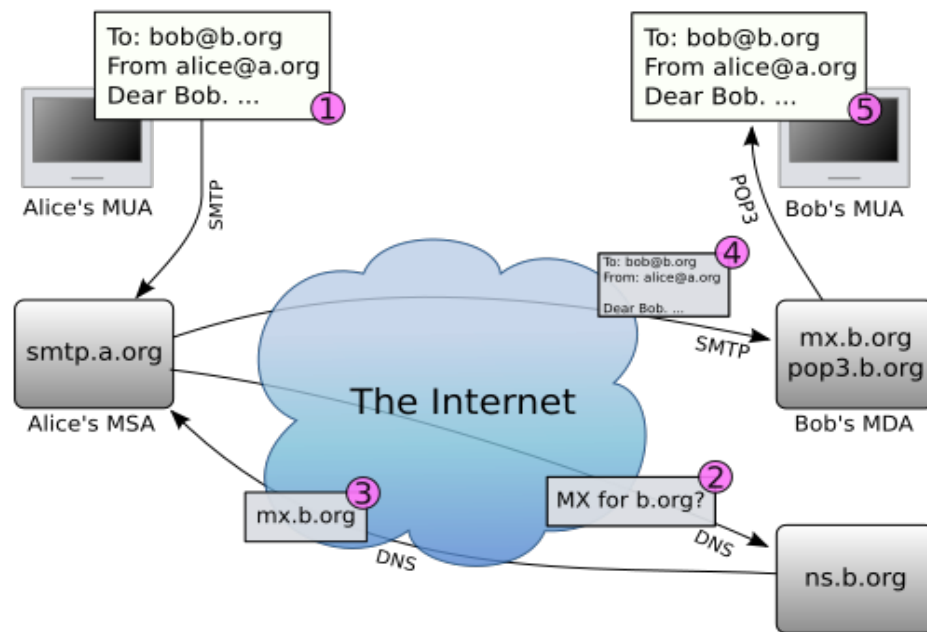
Picture 1.
Email system (source: https://commons.wikimedia.org/wiki/File:Email.svg)

The internet is a powerful learning tool or medium because of its capabilities or potential that allows the development of a global society and learners. The process of knowledge transfer is carried out through learning activities via the internet. This will be new in itself, or strengthen various knowledge that has been previously owned. The existence of the internet is a powerful learning tool or medium because of its capabilities or potential that allows the development of a global society and learners. As for digital learning, it aims to build more communication on the development of technology and global knowledge facilities, meaning that the implementation of learning is carried out online with the development of websites.

c. **Using Digital Learning Applications**

Digital learning is a form of distance learning (Hasan & Anam, 2022). The applications that can be used in implementing digital learning in the Al-Qur'an Hadith subject at MAN 1 West Aceh are:

1) **Science Exploration Application**

Science exploration is an integrated digital education platform that includes an online learning platform and educational content such as digital books from well-known publishers, virtual laboratories, daily teaching presentation materials, and including a question bank. Jelajah Ilmu has received many international awards with content in accordance with the Indonesian national curriculum (Pradhan, 2023).

Science exploration is also a school academic delivery platform based on the award-winning application, My Second Teacher. Designed in full accordance with the Indonesian curriculum with interactive content from Grades 1 to 12. Jelajah Ilmu is a more interesting, intuitive and enjoyable way to learn.

Science exploration is a comprehensive application-based education solution that can be used by educators ranging from principals, teachers, students to parents. With the aim of changing educational practices and methods from conventional methods to modern learning methods through innovative e-learning applications, Acer in collaboration with My Second Teacher provides the Jelajah Ilmu Learning Management System (LMS) solution developed in Indonesian and in accordance with the Merdeka curriculum.

Science exploration offers advanced features in web and mobile applications so that students and teachers can explore knowledge in an effective and enjoyable way. Equipped with modern learning material resources including interactive ebooks, teacher guides, exam questions, and many other materials, Jelajah Ilmu LMS makes learning and delivering lessons in the classroom easier and more effective to enhance the academic experience both offline and during.

2) **Power Point**

Power Point is software that can be used to create presentations or learning by combining text, audio, video, and others:

a) According to Rusman et al., Power Point is software that can display multimedia attractively, is easy to use, and relatively inexpensive (Rusman, 2012);

b) According to Sanaky, Power Point has several technical advantages, such as practicality, attractive presentation design, and can display images, animations, sound, and video (Sanaky., 2009);

c) According to Widada, Power Point is software specifically designed to display attractive multimedia programs, easy to create, and easy to use (Widada, 2007).

Power Point is Microsoft's flagship product that is widely used throughout the world. Power Point has several advantages, such as: Ease of use, Powerful multimedia features, Display customization, Integration with Microsoft Office applications, Team collaboration capabilities. Power Point was first developed by Robert Gaskins and Dennis Austin as Presenter for a company called Forethought, Inc.

3) **YouTube**

YouTube is a popular video sharing website where users can upload, watch, and share video clips for free. Founded in February 2005 by 3 former PayPal employees, namely Chad Hurley, Steve Chen and Jawed Karim. Generally, videos on YouTube are video clips of films, TV, and videos made by its own users (Tjanatjantia, 2013). The use of YouTube in learning can even be a means of distance learning (Hasan et al., 2023).

YouTube can be an effective learning medium because it has several advantages, including:

a) Practical: YouTube is easy to use and can be followed by all groups;

b) Informative: YouTube provides information about developments in educational science, technology, culture, and others;

c) Interactive: YouTube facilitates discussions, questions and answers, and reviews of learning videos;

d) Economical: YouTube is free for all groups;

e) Various learning styles: YouTube serves various learning styles, including visual, auditory, and kinesthetic;

f) Learning complement: YouTube can serve as a complement to classroom learning;

g) YouTube can also help students become more active and creative in learning.

4) EducadPlay

Educaplay Game is an interesting application to make learning questions for students to make them more interesting, besides that educaplay can support student learning to make it more enjoyable. In addition, the advantage of educaplay is that it makes it easier for teachers to design game-based learning, another advantage is that this platform is free to use so that teachers can create learning or quizzes creatively and professionally (Dianita, E., Bilkis, A. N., Berliansyah, D., Hidayah, E., & Nikmatuzzakiyah, 2024). Educaplay is also a free platform that can be used to create educational games for learning. Educaplay can help teachers design game-based learning that is interesting and fun for students.

Here are some of the advantages of Educadplay:

a) Free to use;
b) Website-based, so it can save device storage space;
c) Offers various types of games that can be accessed without paying or using a premium account

Educational games can be useful for conveying information, knowledge, or learning materials interactively and interestingly. Educational games can also stimulate children's minds and creativity
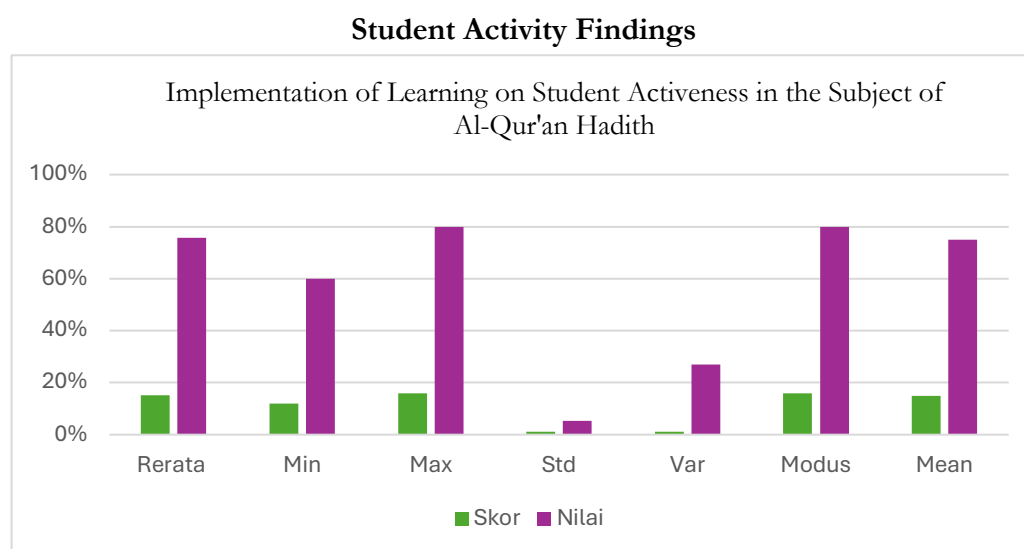
Student Activity Findings

Figure 1. Application of digital learning to student activity

Based on the diagram showing the comparison between Score (green) and Value (blue) on the following statistical aspects:

a. Success of Digital Learning
   Student scores (blue) tend to be higher than scores (green), especially in the aspects of Average, Max, and Mean, indicating the effectiveness of implementing digital learning on student activeness in the Al-Qur'an Hadith subject;

b. Data Diversity
   Standard deviation (Std) and variance (Var) have small values, indicating that student learning outcomes are quite consistent, with little deviation between students;

    c.   Value Distribution

The maximum student score is very high, almost reaching 100%, indicating that there are students who are very active and involved. The value mode is also significant, indicating a consistent pattern of success in the majority of students;

    d.   Score and Value Gap

Scores (green) have much smaller values than values (blue) on each indicator. This shows that the value as a representation of final achievement is more prominent than the initial score or other indicators.

Thus, the implementation of digital learning as a whole has succeeded in increasing student learning activity in the Al-Qur'an Hadith subject, with dominant high scores and good data consistency. This shows the great potential of digital learning in supporting optimal student engagement.

Discussion

Digital learning in the Al-Qur'an Hadith subject at MAN 1 West Aceh is suitable to be implemented because it can increase student activity in learning. This can be seen from the enthusiasm and passion of students in learning, students focus on learning because the media used attracts attention and learning feels fun. Students can practice cohesiveness in working together in learning so that with activity and seriousness and fun it will produce meaningful learning and of course learning objectives can be achieved. The steps in implementing digital learning in the Al-Qur'an Hadith subject show that careful planning, selection of the right media, and innovative use of digital applications are the keys to the success of technology-based learning. Teachers play a central role by preparing a structured Learning Implementation Plan (RPP), utilizing devices such as laptops, infocus, speakers, and the internet to support the learning process, and using applications such as Jelajah Ilmu, PowerPoint, YouTube, and Educaplay to create an interesting, interactive learning experience, and according to students' needs. These steps not only improve students' understanding of the learning material but also help build technological skills that are relevant to the Industrial Revolution 4.0 era. With effective technology integration, learning becomes more efficient, contextual, and enjoyable, thus supporting the achievement of modern educational goals.

Conclusion

Digital learning is learning that uses digital technology to deliver material to students. Digital learning can be done in various ways, such as: Using devices such as computers, tablets, and smartphones, using online learning platforms, using educational applications using the internet to search for sources of information and present learning materials contextually and delivering audio-visual materials in the form of text, graphics, animations, or videos. Steps that can be taken in implementing digital learning in the subject of the Qur'an and Hadith are preparing a learning plan (RPP), choosing supporting media for digital learning such as laptops, infocus, speakers and internet networks Using Digital Learning Applications such as Jelajah Ilmu, Power point, YouTube and educadplay. The implementation of digital learning as a whole has succeeded in increasing student activity in the subject of the Qur'an and Hadith, with predominantly high scores and good data consistency. This shows the great potential of digital learning in supporting optimal student engagement.

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