

THE EFFECTIVENESS OF THE CIRCUIT LEARNING MODEL IN IMPROVING STUDENT LEARNING OUTCOMES IN THE SUBJECT OF ALQUR'AN HADIST AT MTs ALWASHLIYAH PASAR MIRING

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Abstract

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This study aims to find out how a teacher's efforts in increasing student learning activeness in Qur'an hadith lessons through the circuit learning method. In this writing also provides a way of how to use the circuit learning method in learning the Qur'an hadith. Using this method is expected to affect student activity in the learning process and end in an increased understanding of the Qur'an and Hadith lessons. The circuit learning learning model is one of the strategies used in implementing the learning process through a group approach by requiring students to develop words in their own language related to the material that has been studied in groups. This research took place at MTs Alwashliyah. The results of this study note that the circuit learning method is effective in increasing student learning activity as seen from the participation of students in answering and providing comments in learning using the students' own language.

Keywords: *Circuit Learning; Student Activeness, Learning, Al-Qur'an Hadith.*

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INTRODUCTION

Education is the most important thing in human life, the first thing that is given to children is to give them knowledge or education, with education it makes children from those who initially do not know to know, those who do not understand to understand and to provide for everyday life and in the future. which will come. Education is basically an interaction between educators and students, to achieve educational goals that take place in a certain environment. This interaction is known as educational interaction, namely the mutual influence between educators and students. In this interaction the role of educators is more experienced, mastering more values, knowledge and skills (Dalimunthe & 2016) (Indrayana, 2017) .(Sukmadinata, 2010). The learning process is composed of a number of components or elements that are interrelated and interact with one another. The interaction between teachers and students during the learning process plays an important role in achieving the desired goals. The possibility of the teacher's failure in conveying a learning material is due to the fact that during the learning process the teacher does not arouse the attention and activity of students in following the lesson (Miftahul, 2013).

Qur'an hadith is a subject that is taught both at Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTS), and Madrasah Aliyah (MA) level schools, because this subject emphasizes the ability to read and write the Qur'an fluently and correctly and understand the meaning textually and contextually, as well as experience the contents of

the Qur'an in everyday life through example and habit. At this time there are still teachers who teach using the lecture method which is conventional learning and students still listen a lot. This situation still creates learning interactions that are one-way in nature so that they are less meaningful to students. This happens because the learning process that is applied tends to be monotonous without any innovation in the use of methods in the subject of the Qur'an and Hadith. As a result, students feel quickly bored and bored in receiving lessons delivered by the teacher. In the learning process, especially in the subject of the Qur'an and Hadith, the teacher must have a strategy so that students can study effectively and not get bored quickly and achieve the expected goals. One of the steps to have a strategy is to master the learning model or method. A method is a method or a set of ways, paths and techniques used by educators in the learning process so that students can achieve certain learning objectives or competencies that are formulated in the subject syllabus (Hamalik, 1995). The method is a way that can be done to carry out the strategy. In other words, strategy is a plan of operation achieving something, while method is a way in achieving something (Rusman:, 2017). The method in a series of learning systems plays an important role, the success of implementing a learning strategy is very dependent on the way the teacher uses learning methods, because a learning strategy can only be implemented through the use of learning methods (Afandi, 2013.).

The circuit learning learning model is to maximize and seek to empower thoughts and feelings with patterns of addition and repetition (Shoimin, 2014). Circuit learning is a learning strategy that maximizes the empowerment of thoughts and feelings with patterns of addition and repetition. This strategy usually starts with questions and answers about the topics studied, presentation of concept maps, explanations of concept maps, division of several groups, filling in student worksheets accompanied by concept maps, explanations of how to fill them out, carrying out group presentations, and giving rewards or praise. (Miftahul, 2013). This learning model was chosen and applied to the Qur'an hadith subject because it triggers an increase in student learning enthusiasm because there will be a question and answer process, and students are required to think and work together with groups so that it triggers all students to actively participate. Educators choose to use this learning model because it can also train students' cohesiveness in solving a problem, besides that the Qur'an hadith is the main source for all Muslims. So far, the Qur'an hadith subjects that students study tend to use traditional methods where maybe some students don't know how to read and just follow the teacher and their friends to read aloud, so that when appointed to read on their own there are still problems in tajwid, meaning and so on. These obstacles need to be overcome and changed by using more varied, innovative, creative and fun methods. Based on the background of the problems mentioned above, the problems in this study can be formulated as follows: how is the use of the Circuit Learning Model at MTs Alwashliyah Pasar Miring?, and what is the Effectiveness of the Circuit Learning Model in Improving Student Learning Outcomes in the Subject of the Qur'an and Hadith at MTs Alwashliyah Pasar Miring?

METHOD

This research was conducted at MTs Alwashliyah which is located in Pasar Miring, Deli Serdang Regency, North Sumatra Province. The basis for taking the research location at the madrasa is the Madrasa that is usually used to conduct research. In

addition, learning the Al-Qur'an Hadith using learning models can improve student learning outcomes.

This type of research is classified as qualitative research or classified as field research, because this research directly explores data and information in the field, and research that collects important data openly is primarily intended to develop themes from the data (Sugiyono, 2022, p. 23). Qualitative according to Lexy J. Moleong that the data collected is in the form of words, pictures and not numbers. Researchers try to describe the effectiveness of the Circuit Learning Method in improving student learning outcomes, researchers intend to understand the reality that There is. In researching information and data, the authors use references to be used as a reference or basis for strengthening the data found. In terms of approach, this study used a descriptive field research approach. Moleong stated that field research is considered a broad approach in qualitative research. Even in this qualitative research, the position of the researcher becomes the key instrument.(Sugiyono, 2021, p. 10)

In this study, the primary data were data obtained from the results of interviews (or interviews) and observations with the research object, namely the teacher of the Al-Qur'an hadith, namely Mrs. Marwiyah, S. Pd. I at Al-Washliyah Private MTs Pasar Miring, while the secondary data in this study were data from the documentation and the Principal of Al-Washliyah Pasar Miring Private MTs, namely Mrs. Andang Dwitasari, S. Pd.

RESULT

Using the Circuit Learning Model at MTs Alwashliyah Pasar Miring

A teaching and learning process, supported by various factors which include learning objectives, learning strategies, learning methods and so on. Independent learning strategies start from planning, namely how students independently utilize the learning resources provided by the teacher, by preparing learning resources, lesson plans, evaluation tools and others beforehand. The stages of this learning process are carried out with the aim of increasing student learning outcomes so that learning objectives can be achieved.

The teaching model as a pattern used in compiling learning programs starting from formulating goals, determining material, learning strategies to be used, methods, media and approaches as well as techniques and assessments to be carried out is a series of tasks of a teacher designed to achieve optimal learning. From the results of the interviews it is known that the teacher before starting the lesson first organizes the class in order to increase student learning motivation and avoid boredom. In an activity the learning process has become a guideline that the teacher must create an interesting learning environment and achieve maximum learning goals.

Before starting the implementation of this circuit learning learning model, the teacher first prepares a Learning Process Plan and determines what material will be delivered in the subjects that have been determined by the head of the madrasah in activities before the learning process is carried out. From the results of observations made by researchers that the teacher has prepared a Learning Process plan (RPP) with the materials to be delivered in accordance with predetermined subjects so that it is hoped that the learning objectives will obtain maximum results.

The circuit learning learning model can increase student creativity and activate students because it makes students' knowledge gained in learning experienced by students themselves so that it becomes meaningful and difficult to forget, as conveyed by Mrs. Marwiyah in an interview on July 21, 2022, as follows: "the use of the circuit learning model learning that can foster student activity in learning, I attach a concept map that has been made about the material, and I explain that each student fills out worksheets and fills out part of the concept map according to their own language, and the concept map they are working on will be presented. then in closing I give reinforcement in the form of praise for good presentation results and encourage those who have not received praise and prizes to try even harder".

The use of the circuit learning learning model in learning the Qur'an and Hadith was welcomed by students and teachers. This is corroborated by the narrative from Muhammad Fajar, a class VII student interviewed on July 21, 2022, as follows; "When we were studying, Mrs. Marwiyah explained the material using card media, formed 3 groups of us, asked questions about the cards that were posted by the teacher, the teacher told us to fill out student worksheets and fill out parts of the concept map according to our own language, at the end of the lesson the teacher completed the language we have been working on, this activity adds to our motivation in learning because we can exchange ideas with each other".

The situation above is in accordance with the results of observations in the field on July 11, 2022 that the use of the circuit learning learning model is described as follows;

a. Preparation Phase

The preparatory step in implementing the circuit learning learning model in the Al-Qur'an Hadith subject at MTs. Al Washliyah Pasar Miring Deli Serdang are:

1. The teacher sets a conducive and focused learning classroom atmosphere.
2. The teacher starts the lesson by reading a prayer, then takes attendance
3. The teacher conveys the learning objectives
4. The teacher does apperception before delivering the next material with the aim of attracting the attention of students to be more focused.

b. Core Stage

The core activity is a learning process to achieve Basic Competencies that is carried out interactively, fun, motivates students to participate actively, and provides sufficient space for creativity and independence in accordance with the talents, interests, and physical and psychological development of students, as described below. This;

- 1) The teacher explains the subject matter
- 2) Doing questions and answers about what is the material.
- 3) Pasting the concept map (image) that has been made about the material.
- 4) Explain the concept map that has been pasted.
- 5) Divide students into several groups.
- 6) Directing that each student fill out the worksheet and fill out part of the concept map according to their own language, and present it.
- 7) Carry out presentations from each group of the concept map parts that have been done.
- 8) Give praise to groups with good presentation results and encourage those who have not received praise and prizes to try even harder.
- 9) Summarize the material presented at the end of the presentation.

c. Closing Stage

The closing stage in the learning process using the circuit learning model is described as follows;

- 1) The teacher concludes the learning material that is carried out jointly by students and teachers.
- 2) The teacher directs students to make a summary
- 3) Conduct an assessment of the results of student work.
- 4) Closing the lesson by praying together and greeting.

The results of observations in the field show that the teacher provides equal opportunities for each student to express their opinions, ideas and ideas. From the discussion of Mrs. Marwiyah as a teacher of the Al-Quran Hadith subject at MTs. Al Washliyah Pasar Miring Deli Serdang is the main issue being discussed. As he stated that: "In response to problems that occur in teaching and learning, my teachers are indeed a reference for directing and overseeing students continuously in the development of student characters one by one and the teacher communicates with the teacher to ask questions about students who have problems or not and without exception, I also order students who are smart and intelligent to monitor them to develop their intelligence. Maintain order, and provide encouragement and assistance so that each member of the group actively participates, and so that the discussion runs smoothly. Each member should know exactly what to discuss and how to discuss it. The discussion must take place in a free atmosphere, each member knows that they have the same right to speak.

Using a good learning model is something that is quite difficult. Because the school must improve teaching procedures and take teachers who really have potential and have eligibility in teaching. For schools that have not been able to deal with these problems are schools that have a low budget to improve their schools. sometimes the budget from the government does not reach the school directly, thus making the school less suitable to be used as a place of study. The application that teachers can do to improve teaching is to diligently attend various seminars on the current learning model that must be applied.

The Effectiveness of the Circuit Learning Model in Improving Student Learning Outcomes in the Alqur'an Hadith Subject at MTs Alwashliyah Pasar Miring

Learning activities or activities are designed with the aim of facilitating students to achieve competence or learning objectives. In the context of curriculum development, competence is a combination of knowledge, skills, values and attitudes, therefore the goals to be achieved in this competency are not just understanding learning material, but how understanding and mastering the material can influence the way of acting and behaving in life day-to-day activities, specifically schools are organized with the aim of educating the nation's life, and developing full human potential.

Indicators of learning success basically include two main things, namely academic grades at school and the behavior or skills of everyday students in the environment his place. Therefore, through selecting the right learning model, the teacher can choose or adapt the type of approach and learning model to the subject matter presented and the characteristics of students.

The effectiveness of the circuit learning learning model can be said to be effective in terms of students' academic scores obtained from the results of daily payments, as listed in the following table:

Tabel. 1
Perolehan Nilai Siswa Mata Pelajaran Alqur'an Hadits
Kelas VII MTs. Alwashliyah Pasar Miring

No	Nama siswa	Nilai	Kategori
1	Abdur Rahman Afif	80	Tuntas
2	Adik Aprilia	85	Tuntas
3	Agil Rizki Ramadhan	75	Tuntas
4	Aguero E Ramdani	60	Tidak Tuntas
5	Alba Alfathir	80	Tuntas
6	Andika Pratama	60	Tidak Tuntas
7	Aril Tri Agusti	92	Tuntas
8	Ayu Trianda	84	Tuntas
9	Bima Wardana	75	Tuntas
10	Chelsea Olivia	88	Tuntas
11	Deni Setiawan	85	Tuntas
12	Dhiya Mawadah	90	Tidak Tuntas
13	Dinda Sari	85	Tuntas
14	Dwi Milani	80	Tuntas
15	Fatriciya Silvy Median rahayu	80	Tuntas
16	Frisca Riani	75	Tuntas
17	Friziy Nugraha	85	Tuntas
18	Indri Lestari	80	Tuntas
19	Irsan Wibowo	65	Tidak Tuntas
20	Juwan	88	Tuntas
21	Miko	67	Tidak Tuntas
22	Muhammad Fajar	90	Tuntas
23	Muhammad rifa'i	78	Tuntas
24	Naila Maghvira	86	Tuntas
25	Nurliza Asti	68	Tidak Tuntas
26	Retno Dwi Agustin	86	Tuntas
27	Rezzy	90	Tuntas
28	Rifai	75	Tuntas
29	Ryan Saputra	80	Tuntas

30	Salsa Auli	87	Tuntas
31	Siti Zahratun Shifa	95	Tuntas
32	Talitha Indah Syafiqah	80	Tuntas
33	Yuli Monica	75	Tuntas
34	Zico Marantino	85	Tuntas
JUMLAH		2734	
RATA		80,41	

From the table above it can be explained that learning through the Circuit Learning model for class VII student learning outcomes obtained the percentage of student completeness reaching 80.41% (Good) or there were 28 students out of 34 students who had finished studying. This shows that the learning model of the Circuit Learning model is very effective in improving the learning outcomes of class VII students classically on the learning achievement test. 6 students who did not complete with a minimum score of 60.

In learning the Qur'an hadith, students experience changes, namely paying more attention during the learning process and they understand more quickly. Students look happy, because here they can work together with our group, we can also exchange opinions about a problem. Students can ask a lot of questions to the teacher without being embarrassed. Students also feel that by using the circuit learning model I understand more quickly because I can explain in their own language. The effectiveness of this model can also train students' courage when presenting in front of the class, presenting the results of group discussions given by the teacher. This happens because in the circuit learning method, students are required to be active, think creatively, work together with their groups and, of course, often ask questions with the teacher. Students are quite happy and enthusiastic in this learning process. When the learning process took place, the average student answered correctly the questions given by the teacher to him.

The following is the result of an interview with Siti Zahratun Shifa, a class VII student of MTs Alwashliyah Pasar Miring Deli Serdang as follows: "With our Circuit Learning model, students are better able to understand the material being studied. In the subject of Tajwid Science students can already understand and understand because with the implementation of the circuit learning model so students can learn the names of the types of Mad, the meaning and division of Mad, the technique of reading mad in verses of the Qur'an with the help of visual media illustrations in the form of pictures of organs the body where the makhorijul letters come out. The students also looked active and enthusiastic in answering the questions given and giving responses, when given the opportunity to mention the types of mad in tajwid, most students could name them correctly sequentially.

The same thing was also conveyed by Aril Tri Agusti that in learning the Koran hadith on the subject of Tajwid Science, as follows: "the learning model of the circuit learning model makes it easy for us to understand the material presented by the teacher, especially the science of Tajweed with the media of cards or pictures attached by the

teacher the blackboard makes it easier for us to know how to read the Koran in accordance with the rules of Tajweed Science”

This was also expressed by several Saslsa Auli students of class VII who argued that: "Learning the Qur'an using the circuit learning model is very enjoyable because it can help understand the material easily and with the circuit learning model the learning model can do a lot of practice questions at school and At home. The material and media used by the teacher can also attract attention in teaching and learning activities so that they don't feel bored / bored with the lessons that have been delivered by the teacher. Departing from the results of the interviews above, it can be concluded that class VII students of MTs Alwashliyah Pasar Miring feel happy in teaching and learning activities because the teacher not only explains but also uses a circuit learning learning model that hones independence, group cooperation, analytical skills and the ability to narrate their language themselves in answering the questions posed by the teacher. The circuit learning learning model was successfully applied in order to overcome the learning difficulties of class VII students in learning the Qur'an and Hadith. This can be seen from the achievement of student learning outcomes which have become much better, which is tested from the results of students' daily tests.

DISCUSSION

The learning process is essentially a process of interaction between teachers and students which includes the activities of students through various interactions and learning experiences experienced by both. Active student learning is one of the basic elements that are important for the success of the learning process. Activeness is an activity that is both physical and mental, namely acting and thinking as a series that cannot be separated.

In the process of education in schools, the main task of the teacher is teaching while the main task of each student is learning. Learning is a process, an activity, and not an outcome or goal. Learning refers to student activities and teaching refers to teacher activities. Teaching is basically an attempt to create conditions or environmental systems that support and enable the learning process to take place. Learning activities or activities are designed with the aim of facilitating students to achieve competence or learning objectives.

From the results of the research above, it can be concluded that the use of learning media based on circuit learning as a learning model in the past Al-Qur'an Hadith subjects. This is in accordance with the principal's program in implementing the applicable curriculum in schools, namely increasing student learning activity and creativity when compared to last year. With the main target that graduates of MTs Al Washliyah Pasar Miring after graduation are able to compete with graduates of other educational institutions.

Graduate competence is a combination of knowledge, skills, values and attitudes, therefore the goals to be achieved in this competency are not just understanding learning material, but how understanding and mastering the material can influence how to act and behave in everyday life, specifically schools are organized with the aim of educating the life of the nation, and developing the whole human being.

Choosing the right model will increase student activity and will facilitate learning, so that learning is more interesting and not boring and learning is no longer teacher-centered but student-centered. Learning models that can attract students' interest and can increase student activity. By using the Circuit Learning Model, students will find it easier to compose sentences and compose essays and express their imagination and language better in solving tasks and questions given by the teacher.

In line with Partono's research results, that the circuit learning learning model is one of the strategies used in implementing the learning process through a group approach by requiring students to develop words in their own language related to material that has been studied in groups. This research took place at MA Sultan Agung Bloat. The results of this study note that the circuit learning method is effective in increasing student learning activity as seen from the participation of students in answering and providing comments in learning using the students' own language.

This circuit learning model aims to make it easier for students to grasp the main material conveyed by the teacher. By applying the learning method of the circuit learning model, it is hoped that it can increase students' creativity in assembling their own language and train students' concentration to focus on the concept maps presented by the teacher. In the circuit learning model the teacher presents material in the form of a concept map, so students don't have to memorize all of the material, but only the main points of the material. After the teacher finds the right learning model in the learning process, the teacher can also support the use of learning models, so that the knowledge received by students is not misinterpreted.

Class conditions when using the circuit learning method the class atmosphere becomes active and focused on doing assignments. Because the teacher is right in the placement and selection of the material presented. When this has happened, it is likely that the level of student understanding will be higher. And will affect student learning outcomes themselves, because he is comfortable in the learning process and easy to understand a material.

Referring to the results of the recapitulation of daily test scores, it was explained that learning through the Circuit Learning model for class VII student learning outcomes obtained that the percentage of student learning completeness reached 78.35% (Good) or there were 28 students out of 34 students who had finished studying. This shows that the learning model of the Circuit Learning model is very effective in improving the learning outcomes of class VII students classically on the learning achievement test. which did not complete as many as 6 students with a value of 60.

In the learning model of the Circuit Learning model, students are given time to work together after the lesson is given by the teacher, but they do not help each other when taking quizzes, so that each student must master the material (individual responsibility). Students may work in groups and exchange answers, discuss inequalities and help each other or they can ask each other questions about the content of the material they are studying. They teach group mates and assess their strengths and weaknesses to help them pass the test successfully.

CONCLUSION

From the results of the analysis that the researchers have described, the research authors can conclude as follows: 1) The use of a circuit learning learning model applied to learning the Qur'an Hadith class VII MTs Alwashliyah Pasar Miring can help improve student understanding and learning outcomes in the Qur'an hadith subject, because in this model students are required to be active, creative, and work together with the group, summarized in the lesson plan. Students are more motivated in the learning process because there is good interaction, both between teachers and students and one student with another student. 2) The use of circuit learning learning models is very effective in improving student learning outcomes in terms of student academic scores obtained from daily cash results. In the learning outcomes test, there were 34 students who had completed the test with a score of ≤ 80.41 according to the KKM score in Al-Qur'an Hadith subjects and 6 students who did not complete with a minimum score of 60. It can be concluded that the Circuit Learning learning model is very effective. in improving student learning outcomes. The effectiveness of this model can also train students' courage when presenting in front of the class, presenting the results of group discussions given by the teacher. This happens because in the circuit learning method, students are required to be active, think creatively, work together with their groups and, of course, often ask questions with the teacher. Students are quite happy and enthusiastic in this learning process. When the learning process took place, the average student answered correctly the questions given by the teacher to him.

SUGGESTION

Based on the research findings stated above, the researcher proposes the following suggestions: 1) Teachers are expected to continue to improve professionalism in education, implement strategies in implementing Al-Qur'an Hadith learning using more varied methods/models so that students are more motivated and enthusiastic to take part in Al-Qur'an Hadith learning in class. 2) Madrasah heads are expected to carry out supervision and monitor the availability of educational infrastructure in order to achieve the quality of educational institutions. 3) Parents are expected to pay special attention to children's education during this covid pandemic and realize that education, especially education is a shared responsibility, parents are the first people known to children who provide first and foremost education, as laying the foundation in forming personality.

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