

Development of Teaching Materials of The Qur'an Hadith Through Quizizz Media for Students of *Madrasah Tsanawiyah*

Dian Nur Rohmawati
Pascasarjana IAIN Kediri
diannur968@gmail.com

Mu'awanah
Pascasarjana IAIN Kediri
muawanahmad68@gmail.com

Muniron
Pascasarjana IAIN Kediri
muniron@iainkediri.ac.id

Abstract

Technological sophistication has an impact on the field of education. One of them is the change of printed teaching materials to be technology-based, such as the use of teaching materials through Quizizz media. This study aims to (1) describe the product development of al-Qur'an Hadith teaching materials through Quizizz media for class VIII Madrasah Tsanawiyah students and (2) find out the effectiveness of using Al-Qur'an Hadith teaching materials through Quizizz media for Class VIII Madrasah Tsanawiyah students. . This research uses Research and Development (R&D) 4D model (Define, Design, Develop and Disseminate) by Thiagarajan, Semmel and Semmel. The results showed (1) the product developed was in the form of Al-Qur'an Hadith teaching materials through Quizizz media for class VIII Madrasah Tsanawiyah students, meeting the appropriate criteria based on the validation of material experts 78%, media experts 74% and learning experts 94% (2) The effectiveness of teaching materials is obtained from the calculation of the t-test on the three materials of the Qur'an Hadith. The results obtained $t_{hitung} > t_{tabel} = 3.995 > 0.678$ on the material I read the Qur'an correctly. For the material for sharing infak and alms, the results obtained are $t_{hitung} > t_{tabel} = 3.177 > 0.678$. Chapter Strengthen faith by sharing, the result of $t_{hitung} > t_{tabel} = 5.866 > 0.678$. The use of Quizizz led to differences in student learning outcomes. It can be concluded, that the teaching materials of the Qur'an Hadith through the media Quizizz class VIII Madrasah Tsanawiyah are considered effective in the learning process.

Keywords: *Teaching materials, Al-Qur'an Hadith, Quizizz Media, Madrasah Tsanawiyah.*

Introduction

At the MTs level, the Al-Qur'an Hadith is a continuation of the material at the previous level, namely the Madrasah Ibtidaiyah (MI).¹

Based on KMA No. 183 of 2019, the Al-Qur'an Hadith has characteristics, including emphasizing good and correct reading and writing skills, understanding the textual and contextual meaning and practising its contents in everyday life. It is no less important to cultivate a sense of love and high appreciation for the Qur'an and Hadith as a way of life.²

Research conducted by Mc. Connel shows that most students like teaching materials that are simple, well structured and interesting. According to Melvin L. Siberman, the use of teaching materials makes students' memory skills increase and last a long time. In addition, the aspects of hearing, reading ability and reasoning of students also increase. Students prefer learning systems using varied sources. So that the interest of students increases.³

Meanwhile, the reality on the ground is that educators still use conventional teaching materials, instant teaching materials, just buy them, there is no effort to prepare them. In this way, it raises the risk of teaching materials not being by the needs of students. Students feel bored and tedious. For example, textbooks available in bookstores, books from the government, or LKS purchased from dealers. Therefore, an educator tries to increase his creativity to design interesting teaching materials. Thus, it can improve the quality of education.⁴

Pannen and Purwanto define teaching materials as a set of materials created by teachers for students to learn. It contains Competency Standards (SK), Basic Competencies (KD), indicators, materials and evaluations. The forms of teaching materials start from audio, audio-visual as well as interactive multimedia.⁵

In this case, the researcher developed the teaching materials of the Qur'an Hadith through the Quizizz media. Quizizz is an educational game-based application from Santa Monica, California, United States.

¹ Danny Abrianto, Hasrian Rudi Setiawan, and Ahmad Fuadi, "Implementasi Kurikulum 2013 Pada Mata Pelajaran Alquran Hadits Di MTs. Swasta Teladan Gebang Kab. Langkat," *Intiqad: Jurnal Agama dan Pendidikan Islam* 10, no. 2 (2018): 283–298.

² Direktorat Kskk Madrasah et al., "KMA 183 Tahun 2019 Tentang Kurikulum PAI Dan Bahasa Arab" (2019).

³ E. Kosasih, *Pengembangan Bahan Ajar* (Jakarta: Bumi Aksara, 2020).

⁴ Andi Prastowo, *Panduan Kreatif Membuat Bahan Ajar Inovatif* (Jogjakarta: Diva Press, 2015).

⁵ Yunita Sari and Sari Yustiana, "Efektivitas Bahan Ajar Cerita Bergambar Bemuatan Religius Terhadap Prestasi Belajar Siswa Kelas 1 Sekolah Dasar," *Jurnal Ilmiah Pendidikan Dasar* 8, no. 2 (2021): 175.

Media Quizizz is designed to make learning interactive and fun. As stated by Wibawa that the features in the Quizizz media can support the learning process. Quizizz is not only a question feature but can also be equipped with the material. Like students playing but learning.

Wherever and whenever students can work as long as they are connected to the internet network⁶ In the Quizizz question feature, you can display the time in progress. So that students feel challenged to compete in working on questions quickly and precisely. As Salsabila wrote in his journal that the use of Quizizz media can motivate student learning so that learning outcomes increase.⁷

Based on the problems above, researchers are interested in taking the title "Development of Al-Qur'an Hadith Teaching Materials Through Quizizz Media for Class VIII Madrasah Tsanawiyah."

Method

Based on the problems above, the type of research used is Research and Development (RnD) with a Four-D (4D) model from Sivasailam Thiagarajan, Dorothy

S. Semmel and Melvyn I. Semmel (1974). The Four-D (4D) model is an extension of Define, Design, Develop and Disseminate.

Research and Development (RnD) according to Borg and Gall is a research method used for product validation and development. In the sense of updating an existing product or creating a new product, then testing the effectiveness of the product.

To find out the level of effectiveness of teaching materials al-Qur'an Hadith through the media Quizizz class VIII Madrasah Tsanawiyah, a comparison of t table with a significance level of 0.5, namely:

Ha = There are differences in student learning outcomes before and after using Al-Qur'an Hadith teaching materials through Quizizz media.

Ho = There is no difference in student learning outcomes before and after using Al-Qur'an Hadith teaching materials through Quizizz media.

With calculations and conclusions:

If $t_{hitung} > t_{tabel}$ then Ho is rejected, and Ha is accepted. Meanwhile, $t_{hitung} < t_{tabel}$, then Ho is accepted, and Ha is rejected.

⁶ Herlina Pusparani, "Media Quizizz Sebagai Aplikasi Evaluasi Pembelajaran Kelas Vi Di Sdn Guntur Kota Cirebon," *Tunas Nusantara* 2, no. 2 (2020): 269–279.

⁷ Unik Hanifah Salsabila et al., "Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA," *Jurnal Ilmiah Ilmu Terapan Universitas Jambi |JIITUJ|* 4, no. 2 (2020): 163–173.

Discussion

Development of Al-Qur'an Hadith teaching materials through Quizizz media for class VIII Madrasah Tsanawiyah

1. Define

The process of defining another name for the needs analysis stage. This stage is the stage in determining and defining the learning requirements which consists of five phases, namely front end analysis, student analysis, task analysis, concept analysis and formulation of learning objectives.⁸

a. Front end analysis

*“Front-end analysis is the study of the basic problem facing the teacher trainer”.*⁹

Front end analysis aims to determine the problems felt by teachers and students during the learning process so that the development of teaching materials is needed. After knowing the problem, then the relevant alternative devices are compiled.¹⁰

The results of the problems obtained so far have never used technology-based teaching materials in learning. Thus, interesting teaching

materials are needed through the Quizizz media. To increase the enthusiasm of students to learn the Qur'an and Hadith.

b. Analisis peserta didik (*learner analysis*)

*“Learner analysis is the study of the target students special education teacher trainees.”*¹¹ Student analysis was carried out at the beginning of planning. Before making teaching materials, a teacher must identify the characteristics of students who will use teaching materials, including students' cognitive development, motivation, background knowledge, etc.¹²

c. Analisis konsep

The purpose of concept analysis is to determine the content of the material in the teaching materials. Concept analysis is made in the form of a concept map, this is a means to achieve learning competence.¹³

d. Analisis tugas

Task analysis is used to identify tasks that will be carried out by students. Task analysis includes analysis of Core Competencies (KI)

⁸ Program Studi et al., “Solikin, Materi Digital Berbasis Web Mobile Menggunakan Model 4D 321” 8, no. September (2019): 321–328.

⁹ Del Lawhon, “Instructional Development for Training Teachers of Exceptional Children: A Sourcebook,” *Journal of School Psychology* 14, no. 1 (1976): 75.

¹⁰ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta: Kencana Prenada Media, 2010).

¹¹ Lawhon, “Instructional Development for Training Teachers of Exceptional Children: A Sourcebook.”

¹² Ibid.

¹³ Ibid.

and Basic Competencies (KD) related to the material to be developed through Quizizz learning media.

e. Formulation of learning objectives

The need to formulate learning objectives to determine indicators of learning achievement. By writing the learning objectives, researchers can display any material that will appear in the teaching materials.¹⁴

Includes material for reading the Qur'an properly, material for sharing infak and alms (contents of QS. al-Fajr (89): 15-18, QS. al-Baqarah (2): 254 and 261 and Strengthening Faith by Sharing (HR. Bukhari Muslim from Abu Hurairah and HR. Bukhari from Hakim bin Hizam).

2. Design

The second part of the 4D model is Design (perancangan). *"The purpose of this stage is to design prototype instructional material."*¹⁵ This stage aims to form a product design.¹⁶ In this case, the researchers prepared teaching materials

for the Qur'an Hadith through the media Quizizz for class VIII Madrasah Tsanawiyah students. Four steps must be passed in this stage:

a. Arrange exam tests.

This test is useful to determine the initial ability of students.

b. Media selection

The researcher chose the Quizizz media application as a medium for developing al-Qur'an Hadith teaching materials for class VIII Madrasah Tsanawiyah odd semester.

c. Format selection

The researcher chose the Quizizz media application format for the Al-Qur'an Hadith subjects for class VIII Madrasah Tsanawiyah odd semesters such as background selection, color and font selection, image selection, etc.

d. Rancangan awal

*"Initial design is the presenting of the essential instruction through appropriate media and in suitable sequence."*¹⁷ The steps that need to be taken at this stage are designing the initial

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Sugiyono, *Metode Penelitian & Pengembangan* (Bandung: Alfabeta, 2017).

¹⁷ Lawhon, "Instructional Development for Training Teachers of Exceptional Children: A Sourcebook."

stage of the Qur'an Hadith material through the Quizizz media by opening the Quizizz application first on the computer/laptop.



Figure 1: Material about *Sedekah*

3. Develop

In this development stage, it is necessary to design a product and verify the validity of the product to produce a product according to the provisions.¹⁸ Thiagarajan divides the development stage into two, namely expert appraisal and developmental testing.

a. *Expert appraisal* is a stage to validate the feasibility of the product design, it requires an assessment from experts and student trials in the form of questionnaires, suggestions and comments to perfect the product design. For validation, the material expert is Mrs Dr Septiana Purwaningrum, M.Pd with the aim of knowing the truth of the material concept of teaching materials that are being developed. The material expert validation is 78%, which means that it is valid and suitable for use, but

still requires revision to get a quality product.

Furthermore, the validation of media experts is Mr Ahmad Syamsuddin, M.Kom. The purpose of the media expert assessment is to determine the suitability of the media design used in the developed teaching materials. The results of media expert validation of 74% mean that it is valid, but requires improvement.

For learning experts, namely Mrs Siti Nur'aini M.Pd. This is for those who know the truth and lack teaching materials developed. With a 94% result, it means that it is very valid and feasible to use.

In the trial, the students were given to class VIII B MTsN 2 Kediri City, this was to determine the effectiveness of the product.

The criteria for the percentage of product eligibility levels:

Table 1 : Criteria for Product Feasibility Level

Percentage%	Validity level	Note
80-100%	Very valid	No revision
60%-79,99%	valid	No revision
40%-59,99%	Sufficiently valid	Partially revised
20%-39,99%	Less valid	revision
0-19,99%	Invalid	Revision

¹⁸ Ibid.

According to the reference above, the resulting teaching materials get a minimum presentation rate of 61% which is considered feasible and not revised.¹⁹

- b. *Developmental testing* is a product design test to find out how the comments from users. The results of these trials are used to revise the product to obtain effective results.²⁰

The small group test was carried out by 6 people, and then the student's questionnaire was assessed to determine the response from the user. So that it can be detected what is lacking from the teaching materials, which will later be repaired or revised to produce a higher quality product.

Can be proven by increasing the value of learning. The assessment of the small trial questionnaire obtained 80.3%. These results indicate that the teaching materials developed are categorized as very valid.

Meanwhile, a large-scale trial was given to 30 students of class VIII MTsN 2 Kediri City. In the Kubaca

al-Qur'an material correctly, the value obtained in the control group was 68.60, while the experimental group got a value of 83.17. Then calculated using the t-test with a significance level of 0.5, the result is $t_{hitung} = 0.678$, compared to $t_{tabel} = 3.995$. $t_{hitung} > t_{tabel} = 0.678 > 3.995$, it means that H_0 is rejected and H_a is accepted.

In terms of Kuberbagi infak and sedekah, the control group got a score of 73.83, while the experimental group got 82.9. A t-test was calculated with a significance level of 0.5, the results obtained $t_{hitung} = 3.177$ then compared with $t_{tabel} = 0.678$ so that $t_{hitung} > t_{tabel} = 3.177 > 0.678$, which means H_0 is rejected and H_a is accepted.

In Kuatkan Iman dengan berbagi, the control group got a score of 73, while the experimental group got a score of 94.63. Then the t-test calculation was carried out using a significance level of 0.5 with the results of $t_{hitung} = 5.866$ then compared with $t_{tabel} = 0.678$, which means $t_{hitung} > t_{tabel} = 5.866 > 0.678$ which means H_0 is rejected and H_a is accepted.

¹⁹ Amrini Shofiyani et al., "PENGEMBANGAN BUKU AJAR BERBASIS PENDEKATAN HUMANISTIK PADA MAPEL

QUR'AN HADIST DI MTS AL-HIKMAH" 9, no. 3 (2021): 375–380.

²⁰ Endang Mulyatiningsih, *Riset Terapan* (Yogyakarta: UNY Press, 2011).

It can be concluded, the teaching materials of the Qur'an 'an Hadith through the media Quizizz class VIII Madrasah Tsanawiyah is considered effective for use in the learning process. The results of the wide trial questionnaire assessment are 91%, suitable for use as learning teaching materials.

4. *Dissemination*

The deployment stage is the final stage in development. Where at this stage there are activities to disseminate products that have been tested for use by others.²¹

In this stage, the researcher distributed the links to Al-Qur'an Hadith teaching materials through Quizizz media to the Al-Qur'an Hadith teachers in class VIII B first, then disseminated it to class VIII B students at MTsN 2 Kediri City.

Effective use of *Al-Qur'an Hadis* teaching materials through Quizizz media for Class VIII Madrasah Tsanawiyah students

Materi Kubaca al-Qur'an in the calculation of the t-test with a significance level of 0.5, the results of $t_{hitung} = 3,995$, then compared with $t_{tabel} = 0,678$, , so that the results of $t_{hitung} > t_{tabel} = 3,995 > 0,678$, which means H_0 is rejected and H_a is accepted.

Materi Kuberbagi infaq dan sedekah In the t-test calculation using a significance level of 0.5, the results of $t_{hitung} = 3,177$ are then compared with $t_{tabel} = 0,678$, so that the results of $t_{hitung} > t_{tabel} = 3,177 > 0,678$, meaning H_0 is rejected and H_a is accepted. Materi Kuatkan iman dengan berbagi by calculating the t-test using a significance level of 0.5, the results obtained are $t_{hitung} = 5,866$, then compared with $t_{tabel} = 0,678$, sehingga $t_{hitung} > t_{tabel} = 5,866 > 0,678$ which means H_0 is rejected and H_a is accepted.

Conclusion

Al-Qur'an Hadith teaching materials through Quizizz media for class VIII Madrasah Tsanawiyah students show very good eligibility criteria from validator experts, meaning that teaching materials are considered effective in the learning process.

Students are very enthusiastic about using Al-Qur'an Hadith teaching materials through Quizizz media, this is evident from the increase in learning outcomes before and after using Al-Qur'an Hadith teaching materials through Quizizz media.

This development is limited to Al-Qur'an Hadith subjects for class VIII Madrasah Tsanawiyah odd semester, it can also be developed in Islamic Religious Education subjects, even in general subjects, such as history, mathematics or others.

²¹ Sugiyono, *Metode Penelitian & Pengembangan*.

Overall, this research is far from perfect, so constructive suggestions from readers are needed.

References

- Abrianto, Danny, Hasrian Rudi Setiawan, and Ahmad Fuadi. "Implementasi Kurikulum 2013 Pada Mata Pelajaran Alquran Hadits Di MTs. Swasta Teladan Gebang Kab. Langkat." *Intiqad: Jurnal Agama dan Pendidikan Islam* 10, no. 2 (2018): 283–298.
- Andi Prastowo. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogjakarta: Diva Press, 2015.
- Endang Mulyatiningsih. *Riset Terapan*. Yogyakarta: UNY Press, 2011.
- Kosasih, E. *Pengembangan Bahan Ajar*. Jakarta: Bumi Aksara, 2020.
- Lawhon, Del. "Instructional Development for Training Teachers of Exceptional Children: A Sourcebook." *Journal of School Psychology* 14, no. 1 (1976): 75.
- Madrasah, Direktorat Kskk, Direktorat Jenderal, Pendidikan Islam, Kementerian Agama, and Republik Indonesia. "KMA 183 Tahun 2019 Tentang Kurikulum PAI Dan Bahasa Arab" (2019).
- Pusparani, Herlina. "Media Quizizz Sebagai Aplikasi Evaluasi Pembelajaran Kelas Vi Di Sdn Guntur Kota Cirebon." *Tunas Nusantara* 2, no. 2 (2020): 269–279.
- Salsabila, Unik Hanifah, Iefone Shiflana Habiba, Isti Lailatul Amanah, Nur Asih Istiqomah, and Salsabila Difany. "Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA." *Jurnal Ilmiah Ilmu Terapan Universitas Jambi |JITUJ|* 4, no. 2 (2020): 163–173.
- Sari, Yunita, and Sari Yustiana. "Efektivitas Bahan Ajar Cerita Bergambar Bemuatan Religius Terhadap Prestasi Belajar Siswa Kelas 1 Sekolah Dasar." *Jurnal Ilmiah Pendidikan Dasar* 8, no. 2 (2021): 175.
- Shofiyani, Amrini, Nurul Ilma Hidayati, Behaviors Characteristics, Selecting Intruction, Conducting Formative Evaluation, and Conducting Summative. "Pengembangan Buku Ajar Berbasis Pendekatan Humanistik Pada Mapel Qur ' An Hadist Di Mts Al-Hikmah" 9, no. 3 (2021): 375–380.
- Studi, Program, Manajemen Informatika, Fakultas Vokasi, and Universitas Bina Darma. "Solikin, Materi Digital Berbasis Web Mobile Menggunakan Model 4D 321" 8, no. September (2019): 321–328.
- Sugiyono. *Metode Penelitian & Pengembangan*. Bandung: Alfabeta, 2017.

Dian Nur Rohmawati, Mu'awanah, Muniron

Trianto. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Media, 2010.