The Implementation of *ADDIE* Al-Quran Hadith Learning Design Model at MTs Assathi' Karas

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Abstract

This study aim to answer the ADDIE model design and its application in Al-Qur'an Hadith subjects at MTs Assathi' Karas. The method used in this research is a case study with a research approach using qualitative methods to obtain information in the form of interview data and documentation about the implementation of the ADDIE model learning design at MTs Assathi' Karas. The application of the ADDIE model assisted by Autoplay media has gone through five steps: analysis, design, development, implementation, and evaluation. The researchers' findings in this study are that the application of the ADDIE model assisted by Autoplay media can make the learning model more varied and increase students' learning motivation.

Keywords: Learning design; al-Qur'an hadith; ADDIE model

Abstrak

Penelitian ini bertujuan menjawab desain model ADDIE dan penerapannya pada mata pelajaran Al-Qur'an Hadits di MTs. Assathi' Karas. Metode yang digunakan dalam penelitian ini adalah studi kasus dengan pendekatan penelitian menggunakan metode kualitatif yang digunakan untuk memperoleh informasi berupa data wawancara dan dokumentasi tentang implementasi desain pembelajaran model ADDIE di MTs. Assathi' Karas. Penerapan model ADDIE berbantu media Autoplay telah melalui lima langkah yang meliputi: analisis (analyze), perancangan (design), pengembangan (development), implementasi (implementation) dan evaluasi (evaluation). Temuan peneliti pada kajian ini adalah bahwa penerapan model ADDIE berbantu media Autoplay dapat menjadikan model pembelajaran lebih variatif dan meningkatnya motivasi belajar peserta didik.

Kata kunci: Desain pembelajaran; al-qur'an hadits; model *ADDIE*

A. Introduction

The essence of effective and efficient learning lies in the teaching and learning process, which focuses not only on the results achieved by students but also on the learning process that can provide an understanding, intelligence, persistence and opportunities, and quality. Realizing quality education can be done through efforts to synergize all components of education optimally. There is good interaction between students and learning sources between students and learning settings (Mustofa, 2017, p. 15). Education is considered quality if the graduates who are born can face challenges in life. Moreover, quality learning can give birth to quality education. Suppose the description of quality education is contained in the quality learning paradigm. In that case, teachers are always required to try to link teaching material with students' lives and facilitate and guide them to learn to solve life problems by utilizing the knowledge learned (Samani, 2012). Quality learning is highly dependent on the motivation of students and the creativity of educators (Prasetya, 2015, p. 321). If supported by educators who can facilitate this motivation, the high basis of students will lead to success. Teachers are required to be competent cognitively and pedagogically in a learning process. Because teaching is the main task of a teacher, creative teachers will always create bright ideas in designing new learning systems that can make students achieve their learning goals with great joy. According to (Mudhofir, Ali, and Rusydiyah, 2017), teachers who are creative in using proven methods can provide stimulus to students in learning, thus it can be said that the application of varied methods affects students' motivation and learning achievement. Because teachers who at each meeting only apply one method can lead to boredom of students in learning so that students in

learning do not get good results. On the other hand, if the teacher is able to implement a wide variety of methods, namely lectures, discussions, field trips, and recitation in each meeting, it will be possible for students to get high motivation or enthusiasm in learning. To obtain this new learning system, research methods and learning system development are needed.

The obstacles in learning Islamic Religious Education, especially in the subject of Al-Qur'an hadith, are the models, methods, and learning carried out by the teacher who seems monotonous so that it can cause low activity and learning outcomes of students in learning Al-Qur'an Hadith. The learning process applied by the teacher is good, but in practice, the method is not well-packaged and less varied. Even in this case, Islamic Religious Education teachers familiar with conventional media seem outdated and less relevant (Salehudin, Nurbayani, & Toba, 2020, p. 112). We often find Islamic Religious Education teachers using the lecture method, which is not new in education. The use of the lecture method will be dull and reduce the interest of students in receiving lessons. The teacher can minimize the impact caused by students' lack of interest in the learning process by creating a new, pleasant atmosphere so that learning activities do not saturate (Istiqomah, 2020, p. 22). Thus, the teacher needs to play an active role in thinking, analyzing, identifying, and solving learning problems during the learning process. Thus a strategy is needed to prepare teachers and elements in learning patterns that accommodate this (Oktaviani, Rachmah, Rahma, & Sayidin, 2020, p. 108). Active learning can be developed based on the assumption that learning is a dynamic process and someone has a different way of learning from other people (Zainiyati, 2010, p. 176).

Teachers can use various kinds of media to convey learning. Learning activities are more varied and not monotonous (Hanafiah, & Suhana, 2010, p. 93), but this requires teachers to be able and competent in using technology-based media to learn development. In education, media technology can help educators and students learn (Budiman, 2017, p. 32). The story of a learning design model needs to be done by the teacher to achieve the success of the learning process. A learning design model can be done using multimedia or interactive media, including using Autoplay media. Autoplay is an interactive media that combines images, animation, video, audio, graphics, and text so that learning can be conveyed more efficiently and can increase students' understanding of the material being taught (Gunawan & Sutrio, 2015, p. 10). Autoplay-based learning media in Al-Qur'an Hadith subjects can increase students' motivation and interest in learning. Research conducted by (Istiqomah 2020, p. 93) at MIN 2 Malang City stated that Autoplay media could help increase student learning outcomes. Many kinds of multimedia can be used to support learning activities. Learning that

is delivered using multimedia is able to motivate students to learn, it can even make it increase (Richard E Mayer, 2014). This is because, at the same time, audio, video, text, animation, and graphics can be heard, watched, or seen by students. The development of multimedia-based learning media is based on the assumption that learning in communication will attract students and make it easier for them to understand the material and be more meaningful (Bahri, Hidayat, & Muntaha, 2018, p. 3). The use of multimedia in learning is a requirement, especially in today's digital era. (Saliyo, 2018, p. 129). Developing learning media must pay attention to its development design model to ensure the quality of the media used to support learning because making learning media is a linear process with education. (Cahyadi, 2019, p. 36). Therefore, in learning Al-Qur'an Hadith assisted by Autoplay media, designing a learning model to implement its implementation by the instructions and learning objectives is necessary.

This study describes the implementation of an innovative learning design, namely the ADDIE Model. The ADDIE model stands for Analysis, Design, Development or Production, Implementation or Delivery, and Evaluations. The ADDIE model was developed by Dick and Carry to design a learning system (Pribadi, Benny A, 2009, p. 7). Using the ADDIE model design is because the steps or stages in the ADDIE model learning are functional and straightforward steps for arranging the learning concept into various settings for the generality contained in its structure. The findings conveyed by (Bintari Kartika Sari, 2017, p. 87) that the ADDIE model learning design with five stages can make it easier for teachers to design effective, efficient, and quality learning.

Based on the description above, the researcher emphasizes to educators the need to apply the ADDIE learning model design assisted by Autoplay media in the Al-Qur'an Hadith subject at MTs Assathi' Karas to increase students' students' learning interest and motivation.

The writing method used in this research is qualitative; researchers carry out data collection in detail based on data collection procedures in continuous time. (Sugiono, 2013, p. 25). The research data that researchers use are observations, facts, and documents according to the research focus. Information from our research subjects was obtained verbally via interviews or in writing using document analysis (Ahmadi, 2005, p. 63). According to Bogdan and Biklen, as quoted by Meleong, qualitative data analysis is an effort to work with data, select and sort it into manageable units, and formulate urgent patterns that can be studied (Moleong, 2013, p. 4). Therefore, the researcher intends to describe the tradition and get in-depth data from the focus of research on implementing the ADDIE Model Learning Design at MTs Assathi' Karas.

B. Discussion

1. Learning Design

Learning design is the practice of compiling communication technology media and content to help affective knowledge transfer between teachers and students, formulating learning objectives, and designing media-based "treatments" to help make the transition occur (Bintari Kartika Sari, 2017, p. 3). Learning design is a work procedure used in the learning process to be carried out correctly and produces reasonable output. The work procedure has stages, including analysis, planning, development, implementation, and evaluation (Mudhofir, Ali and Rusydiyah, 2017, pp. 43–44).

Several models are popular in learning design, as expressed by experts. The classification of learning design models is class, system, product, procedural and circular. The model with ordinary class orientation is aimed at class (micro) level learning which is only implemented every two hours of lessons or more, like the ASSURE model example. A product-oriented model is a learning design model that aims to At the same time, and the systems-oriented design model seeks to create a comprehensive learning system, such as training system design, school curriculum, and others. An example of a model is ADDIE. There are also models commonly referred to as procedural models, such as the Dick and Carrey model, and circular models such as the Kemp model.

The possibility of choosing and implementing one of these varied models will make it easier for teachers to determine the appropriate model and following the conditions and situations at hand. Apart from that, educators can also develop and create derivative models from several existing models or research and develop existing designs to be tried and improved.

The ADDIE model in designing instructional systems uses a systems approach. The essence of the systems approach is to divide the learning planning process into several steps, organize the actions into logical sequences, then use the output of each step as input for the next step. (Januszewski and Molenda, 2008). According to (Benny 2009, p. 7), one learning design model is more generic, namely the ADDIE model (Analysis, Design, Develop, Implement, Evaluate). ADDIE emerged in the 1990s, developed by Reiser and Molenda. The ADDIE model was also developed by Dick and Carry to design a learning system. One of the functions of ADDIE is to become a guide in building training program tools and infrastructure that are practical, dynamic, and support the training performance itself.

The following are examples of activities at each stage of the development of the learning model or method, namely:

a. Analysis Step

At this stage, the main activity is to analyze the need to develop new learning models/methods and analyze the feasibility and requirements for developing new learning models/methods. The development of new learning methods begins with a problem in the learning model/method applied. Problems can occur because the existing learning model/method is no longer relevant to the needs of the target, learning environment, technology, student characteristics. After analyzing the need to develop new learning models/methods, teachers also need to explore the feasibility and requirements for developing these new learning models/methods. The analysis process, for example, is carried out by answering the following questions: (1) whether the new model/method can solve the learning problems faced, (2) whether the new model/method has the support of facilities to be applied; (3) whether the teacher can apply the new learning model/method in this analysis, there should not be a design model/method that is good but cannot be applied because of several limitations, for example, there are no tools, or the teacher is unable to implement it. Analysis of new learning methods needs to be carried out to determine the feasibility of applying the learning method.

b. Design Steps

Designing the learning model/method and planning teaching and learning activities is similar to creating the learning model/method. This activity is a systematic process that starts from setting learning objectives, designing scenarios or teaching and learning activities, designing learning tools, designing learning materials, and learning outcome evaluation tools. The design of this learning model/method is still conceptual and will underlie the subsequent development process.

c. Development Steps

Development in the *ADDIE* model contains activities for the realization of product designs. In the design stage, a conceptual framework for applying new learning models/methods has been prepared. In the development stage, the conceptual framework is realized into a product that is ready to be implemented. For example, suppose the use of a new conceptual model/method has been designed at the design stage, then at the development

stage. In that case, learning tools are prepared or made with these new models/methods, such as lesson plans, media, and teaching materials.

d. Implementation Steps

At this stage, the designs and methods developed are implemented in real situations, namely in the classroom. During implementation, the design model/method that has been developed is applied to the actual conditions. The material is delivered according to the new model/method being developed. After using the technique, an initial evaluation is carried out to provide feedback on applying the following model/method.

e. Evaluation Steps

Evaluation is carried out in two forms, namely formative and summative assessment. Formative evaluation is carried out at the end of each face-to-face (weekly), while summative evaluation is carried out after the activity ends as a whole (semester). Summative evaluation measures the final competency of the subject or learning objectives to be achieved. The results of the assessment are used to provide feedback to the user of the model/method. The results make revisions of the evaluation or the needs that have not been met by the new model/method.
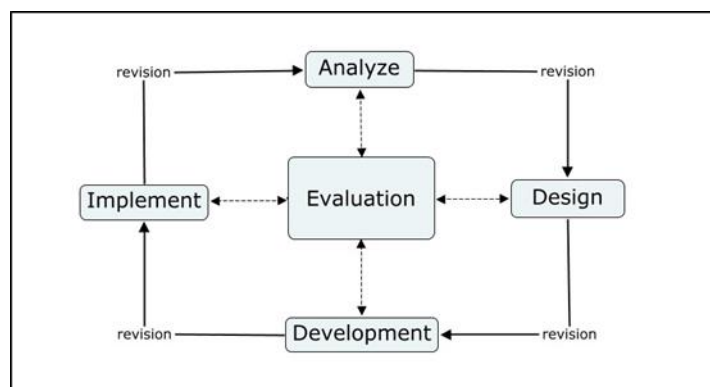
The application of the ADDIE model is for teachers to use the ADDIE model in the learning process by analyzing problems and needs, designing appropriate learning methods, developing strategies, implementing techniques that have been made, and evaluating whether these techniques are effective in achieving learning goals. To implement the ADDIE model, teachers need to involve students as users of the model from the start, namely when analyzing the needs of students regarding the material to be conveyed whether the previous method has helped students achieve learning goals. Likewise, in terms of analyzing the feasibility of a new approach to be used, for example, the availability of facilities. By involving students, if there are

obstacles to the facilities, the teacher has a way out to discuss together with students. Even students can participate in designing and developing learning methods together. This participation will make students feel that they "share" learning methods and processes and actively implement them. This kind of condition follows the student-centred paradigm, where teachers should provide more expansive space for students to develop their creativity. Moreover, Madrasahs are educational institutions that will produce religious teacher candidates. Students need to be facilitated to make creative learning methods when involved in the world of education.

2. Implementation of the *ADDIE* Model in Al-Qur'an Hadith Subjects

Based on these five stages, the procedure for implementing the ADDIE model learning design in the Al-Qur'an Hadith class VIII MTs Assathi' Karas is:

a. Analysis

Lack of student interest and motivation often becomes an obstacle in studying Al-Quran Hadith. The motivation and interest of students to study and understand the material is still weak. This deficiency is because the learning model used by the teacher in transferring material still uses conventional methods which seem left behind and not up to date. Through direct observation, research data found that 79% of students felt bored with monotonous learning only with lectures. There needs to be innovation and variations in learning models to minimize student boredom in participating in learning activities and actively motivating and attracting students to participate in the learning process. Based on researchers' observations, the existing facilities and infrastructure at MTs Assathi' Karas are adequate and representative in supporting learning activities. The fulfilment of these facilities and infrastructure is evidenced by a computer laboratory connected to the internet. However, in reality, the existing facilities and infrastructure are not optimal, including Al-Qur'an Hadith's learning activities on Mad Shilah Qashirah material and Thawilah law. Based on the description above, the researcher emphasizes the need to develop a learning model by adapting to the needs of students, namely learning based on Autoplay media.

Curriculum analysis aims to determine the material to be studied with the help of Autoplay media. The material taught must be adjusted according to core competencies (KI) and essential competencies (KD), and achievement indicators.

Class VIII students totalled: 30 with details of 14 students and 16 students. Almost all students at MTs Assathi 'Karas are graduates from elementary school; not all of them can read

the Al-Qur'an correctly according to the rules of tajwid in the subject of Al-Qur'an Hadith, legal material of Mad Shilah Qashirah and Thawilah.

b. Design

Material about the reading law of Mad Shilah Qashirah and Thawilah comes from the book Al-Qur'an Hadith class VIII Ministry of Religion K-13 and LKS Al-Qur'an Hadith class VIII even semester will be delivered to students with the help of Autoplay Media Studio 8.

c. Development

At the development stage, it is carried out by making a learning implementation plan (RPP) based on the class VIII Al-Qur'an Hadith textbook of the Ministry of Religion K-13 and the VIII grade Al-Qur'an Hadith LKS even semester with the help of Autoplay media.

d. Implementation

For the application stage to students, a pretest is carried out first regarding the primary material or learning material, namely determining Mad Shilah Qashirah and Thawilah. After the pretest is carried out, the students will enter into the initial activity, namely apperception and repeating a glimpse of the laws of Mad Shilah Qashirah and Thawilah. Then proceed with the core activities, namely exploration, elaboration, and confirmation. Researchers can use Autoplay media for exploration activities. Students will use several tools to understand the law of reading Mad Shilah Qashirah and Thawilah better for elaboration activities. Moreover, students will work on quizzes available on Autoplay media that researchers have compiled for confirmation activities.

e. Evaluation

The evaluation stage is carried out on students through an oral or posttest test regarding the material presented, namely determining Mad Shilah Qashirah and Thawilah. In addition, also through a questionnaire regarding the teaching materials used, namely the quiz that the researcher has compiled in the Autoplay media.

There were 30 students in class VIII, with details of 14 students and 16 students. In learning the Al-Qur'an Hadith, especially tajwid material on reading Mad Shilah Qashirah and Thawilah, grade VIII students of MTs Assathi' Karas have a more significant amount of learning time according to the schedule determined by the madrasa because every week there is a schedule. It is evaluating the readings that have been studied in the material of the Hadith of the Qur'an, including material for the study of the laws of reading Mad Shilah Qashirah and

Thawilah. This evaluation is carried out to develop student's skills in reading the Qur'an so that students at MTs Assathi ' Karas can read the Qur'an correctly according to the rules of recitation, which is the material in the subject of Al-Qur'an Hadith. This trial procedure is intended to collect data that can be used to determine the level of effectiveness, efficiency, and attractiveness of the resulting product.

C. Conclusion

From the discussion above, it can be concluded that the learning design is a work procedure used in the learning process so that learning can be carried out correctly and produces reasonable output. The work procedure has stages, including analysis, planning, development, implementation, and evaluation. At the same time, the ADDIE Model (Analysis, Design, Develop, Implement, Evaluate) is a learning model in designing instructional systems using a systems approach. The essence of the systems approach is to divide the learning planning process into steps, organize the actions into logical sequences, then use the output of each step as input for the next step.

Applying the ADDIE model learning design in Al-Qur'an Hadith material Mad Shilah Qashirah and Thawilah at MTs Assathi' Karas class VIII can increase motivation and interest in students learning it leads to improved learning outcomes. The application of the ADDIE model in the Al-Qur'an Hadith learning is carried out with the help of Autoplay-based learning media. Autoplay is an interactive media that brings together images, animation, video, audio, graphics, and text so that learning can be conveyed more efficiently and can increase students' understanding of the material being taught.

Based on the research review above, it is suggested that the parties related to this research are as follows: 1) teachers of Al-Qur'an Hadith at MTs class VIII should use Autoplay media in learning Al-Qur'an Hadith, especially reading legal materials. Mad Shilah Qashirah and Thawilah to motivate and attract students' interest in learning. 2) It is recommended that MTs or secondary school teachers develop learning media according to the situation and conditions in the madrasah. 3) It is necessary to develop Autoplay-based learning media on other materials, precisely the tajwid material in the Al-Qur'an Hadith subject.

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