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Research Article

Al-Qur`an Learning Innovation Based on Blended Cooperative e-Learning in School

Ahmad Mujib

Ph.D.Student,
Islamic University of Jakarta,
Indonesia

Marhamah Marhamah

Lecturer,
Islamic University of Jakarta,
Indonesia

Abstract

Learning Al-Qur'an in schools today still uses the old methods, drill and lecture. So students are not involved in learning, on the other hand, they become the object of learning itself. Al-Qur'an learning innovation is absolutely necessary, in order to stimulate student motivation and create a pleasant atmosphere of learning. Blended Learning Method is the combination of face-to-face and non-face-to-face methods both through offline and online digital learning. This method becomes a solution for learning Al-Qur'an because of the lack of face-to-face hours and it is not achieving the true learning objectives of Al-Qur'an. The purpose of this research is to find out the best solution in learning Al-Qur'an. The object of this research is the method of learning Al-Qur'an in Senior high schools (SMA) Muhammadiyah 16 Jakarta. This study used Research and Development methods. After conducting in-depth research, the results are found that the learning model of Al-Qur'an in SMA Muhammadiyah 16 needs to be developed into blended cooperative learning based e-learning.

Keyword: Blended Learning, Al Qur'an, Learning Innovation

1. Introduction

Al-Qur'an learning in schools continues to develop according to the conditions and abilities of students. However, based on real observations in the field the method used is monotonous and teacher center. As a result students feel bored and lack enthusiasm in following the lesson.

It takes the skills and expertise of a teacher to develop learning, so as to create an atmosphere of active, creative, innovative and as well as funlearning. Teachers are required to be able to implement their experience and knowledge in learning and not just to teach what is in the book itself (Saefudin, 2008: 124).

The teacher's task is to guide, assist and direct students in learning. Then the school needs teachers who are innovative and creative, so that they can create a quality learning environment. In the study of al-Qur'an that is programmed include, learning to read, learning the principles of

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recitation, learning Arabic, learning recitations of al-Qur'an and learning to understand al-Qur'an.

The method used by a teacher does so that the learning of the Qur'an runs effectively and interactively is to use the method of blended learning. The Blended learning method is a learning step that combines a variety of learning methods with a variety of learning media choices, as well as an interactive dialogue between the teacher as a facilitator and students who get the teaching.

Blended learning in detail is a learning approach that combines and synergizes traditional learning based on-direct meetings with distance learning based online, so that active and effective communication is created between educators and students.

Blended learning is basically already practiced in schools but its implementation is not yet optimal and comprehensive because the portion given for online learning is very minimal. The result is students continue to feel boredom.

In this paper, we will elaborate on the innovation of al-Qur'an learning based on blended learning, which is a combination of face-to-face learning using cooperative learning and limitations in face-to-face learning, e-learning and its development are used, in order to introduce a new way of learning that is more effective, efficient and attractive for students. The approach to combining face-to-face classroom activities with group activities during al-Qur'an learning process and paired assessment can be called the Blended Cooperative E-learning (BCeL) approach. According to Dyah Purwaningsih and Pujianto (2009) BCeL as an effective, efficient and attractive alternative learning, can also be used by students as a means of supporting Community Learning, because in BCeL with teacher interaction and content interaction there is also social interaction that focuses on students to perceive his personality as a positive interdependent community.

2. Literature Review

2.1 Al Qur'an Learning Innovation

Creative and innovative learning should be done by teachers in an effort to produce creative students. The level of success of teachers in teaching seen from the success of students so that it is said that the great teacher is a teacher who can provide inspiration for students. The quality of learning is seen from the activities of students when learning and creativity that can be done by students after participating in learning.

Innovation comes from English, namely innovation which means change or renewal (Purwono, 2012: 216). In a large Indonesian dictionary, innovation is the introduction or introduction of new things, new discoveries that are different from existing ones.

A new idea can be said to produce an innovation, of course it must be measured / tested first, starting from the discovery of an idea, until it appears that a new change is headed for improvement. This explanation is closely related to the thought of Fuad Ihsan who interpreted innovation as a new change towards improvement; other or different from the previous one, which was done intentionally and planned (not just by chance) (Fuad, 2010: 191).

Educational innovation in question is a new change and is qualitative in nature, different from what was before and deliberately sought to improve ability in the context of achieving certain goals in education (Hasbullah, 2015: 246).

So, the innovation of learning the Qur`an is an idea, material, method, curriculum or matters relating to learning the Qur`an produced by a person or community in the form of invertion or discovery of the results of the innovation is able to realize the purpose of the education of al-Qur`an.

There are several factors that require innovation in learning al-Qur`an, including the following:

a. There are obstacles in learning al-Qur`an experienced both by the teacher and students themselves.
b. So that the learning process of al-Qur`an can run consistently, effectively and attractively.
c. Demands for relevant educational processes in learning al-Qur`an.
d. Meeting the needs of the community will be the importance of reading al-Qur'an properly.

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e. Treating public anxiety, because there are still many students who have not been able to read al-Qur'an with tartīl and practice tajwīd.

f. Increase students' interest and awareness in developing their tahsīn and tahfīẓ abilities.

g. Learning innovations are carried out to solve educational problems and towards the development of the world of education more rapidly (Jamil, 2017: 210).

Some of the factors above indicate that al-Qur'an learning will succeed in realizing the objectives of al-Qur'an learning if a teacher masters teaching materials, can apply appropriate methods, can be an example for students, able to love their profession,

2.2   Cooperative Learning

A good teaching and learning strategy is a strategy that can motivate and enhance the activities of students so that more opportunities to practice their abilities such as completing assignments, exercises along with cases of al-Qur`an. In an effort to increase student activity and interest, the student center approach is more suitable than the teacher center. Learning strategies according to David in Sanjaya (2006) are defined as A plans, strategies, methods, or various activities designed by educators to achieve predetermined educational goals.

The statement means, the learning strategy is a plan of action including the use of methods and the use of various power resources in learning to achieve certain goals. The process of teaching and learning of al-Qur'an requires an appropriate plan and strategy so that complex learning objectives can be achieved. The term strategy can also be interpreted with the approach. To implement the strategy requires a method, so that one learning strategy can use several methods.

Therefore we need a learning design that not only enhances knowledge but also enhances students' ability to read and understand interpersonal skills. The development of appropriate learning approaches, such as group learning and cooperative learning can be used to improve students' abilities.

Cooperative Learning is a learning strategy that focuses on joint attitudes and behavior at work or helping one another in a group. Cooperative learning is a form of learning based on constructivism. The learning model is a contextual learning model. The Cooperative Learning teaching system can be defined as a structured group learning system.

Many studies have been conducted related to learning the Qur`an by using a learning approach, cooperative learning, Cottell and Millis (1992) found the fact that students are more enthusiastic and actively participate in the classroom by using cooperative learning compared to traditional learning. All methods used will surely have advantages and disadvantages.

The advantages of cooperative learning approaches in learning are:

1. Encourage and improve communication skills and interpersonal skills.
2. Increase the active participation of students in learning.
3. Improve the ability to work in groups.
4. Improve students' perception of the subject of the Qur'an.
5. Grow students' views of problem solving.
6. Develop problem solving and critical thinking skills.
7. Facilitating learning from experience.

The weaknesses of the Cooperative learning approach in learning are as follows:

1. Skills in working together and group processes.
2. Students refuse to work in groups.
3. Student behavior in sharing knowledge in groups.
4. Conflicts between groups, leading to the inability to complete learning tasks.
5. Decreased student effort in working because of relying on groups.
6. Inefficient allocation of learning time.

2.3 Blended Learning

According to Driscol (2002) Blended learning is learning that combines or combines various web-based technologies, to achieve certain educational goals. Thorne (2013) defines blended learning as a mixed method of e-learning and multimedia technologies, such as video streaming via YouTube, virtual classroom models of Google classroom, online text animation combined with traditional forms of classroom training. While Graham (2005) mentions blended learning more simply as learning that combines online learning with face-to-face learning.

According to Semler (2005) Blended learning is a learning method that provides convenience by combining various ways of presenting teaching material, teaching models, and learning styles that use a variety of media in order to create a dialogue between the facilitator and those who get the teaching.

From various expert exposures above it can be concluded that blended learning is learning that combines and integrates direct learning or face-to-face with online learning.

The purpose of Blended Learning is to combine direct learning and online-based learning to become an integrated whole so that good, effective, efficient and interesting impacts can be created. The practice of blended learning in the classroom can be done by direct learning in classrooms that are equipped with other electronic formats based on e-learning to create an optimal learning process.

3. Research Methodology

Methods Research and development used in this study. What is meant by Research and Development (R&D) is a series of processes or steps in the framework of developing a new product or perfecting an existing product so that it can be accounted for. In this study the authors will develop software in learning that is the method of learning al-Qur'an through Blended Cooperative Learning.

There are two data sources in this study:

1. The primary data source. Primary data sources are the main data obtained from the literature review in reputable journals, field research, questionnaires, and direct interviews with teachers and students.
2. The secondary data sources, namely data obtained from reading books that are in line with research.

All the data obtained is then collected and validated using both internal and external validation as well as carried out the process of reliability and triangulation of data to avoid errors in data collection.

Research site: The research is located at SMA Muhammadiyah 16 Jakarta, Jl. Kali Baru Barat No.52 D Bungur Senen, Central Jakarta.

4. Research Finding

Al-Qur'an learning that is suitable and will be developed at SMA Muhammadiyah 16 Jakarta is the Blended Cooperative E-learning method or abbreviated as BCeL. The BCeL theoretical framework is built based on the views of several theories that frame cooperative learning. In BCeL three types of interactions is integrated which include social interaction, charge interaction, and teacher interaction. The explanation is as the following:

I. The first type of interaction is with teachers who become active learning facilities and face-to-face interactions that occur in a social setting. However, it is the teacher who designs and manages the learning sequences and selects appropriate media before interacting with students. Next the teacher uses e-learning to do distance learning and online assignment and communication. Students may discuss with other students and the students can discuss with other students with the teacher at the same time, so that interpersonal communication and feedback will occur.

II. The second interaction is the content of this interaction bridging cognitive interactions with concepts and skills contained in the learning module. The module is accompanied by instructions for use and mind mapping for each topic so that the learning objectives are clearly illustrated.

III. Finally, social interaction is intended as the ability of students to perceive themselves as a positive interdependent, cooperation community. Such interactions can occur throughout the learning process because they work on tasks that demand cooperation. As we know the dimensions of social discourse. This meaning is then divided among group members who contribute to building shared knowledge through their own responses. This is already a high level of cognitive achievement (Aviv, 2000)

So far the method used in learning al-Qur`an at SMA Muhammadiyah 16 Jakarta is the Drill method and lecture. This method is based on a survey that is distributed to students feels boring and less innovative. Therefore we need active learning innovations that are interactive and fun in learning al-Qur'an and that innovation is blended cooperative e-learning. From the results of the product trial it was found that the activeness and understanding of students towards the learning of al-Qur`an increased. Before testing the Blended Cooperative e- learning method the average value of al-Qur`an lesson was 75, after testing the blended cooperative e-learning method their average score was 78. Besides that their interaction and cooperation became more solid and coherent.

5. Discussion

Innovation is an idea, practice, or object that is considered new by other individuals or institutions. That, regarding human behavior, whether an idea is called new as something that is considered new when it is first used or discovered. The novelty of an idea can be felt by someone who determines his reaction. If the idea seems new to someone, then it is called innovation.

The problem that often occurs in learning al-Qur'an by using a traditional approach is fixated on how to convey all the material and centered on the teacher and often escapes the attention of what must be achieved and what skills students must have. If the learning objectives only cover how to describe and understand the contents of the material and that is tested, then learning is satisfying. However, if the learning objectives include reciting, identifying recitation, critical analysis of the verse content and other higher learning objectives, then a learning approach is needed that is more than just focusing on delivering the material. Further Qur'anic subjects are required for information analysis, decision making and critical analysis of the learning objectives. Therefore the form of learning needs to be complemented with lots of more complex exercises and assignments such as case studies, projects, papers and exercises to support skills in the field of al-Qur'an.

Student-oriented learning or student center teaching learning is the right approach in achieving goals. The modern view of psychology of learning says that learning is not merely memorizing a number of facts or information, but a mental event and an experience process. Therefore, each learning event requires students' emotional intellectual involvement through assimilation and cognitive accommodation to develop knowledge, actions, and direct experience in order to shape skills (motor, cognitive and social), appreciation and internalization of values in the formation of Raka Joni's attitude in Sanjaya (2006).

In the beginning, the use of E-Learning was superior compared to Conventional Learning face to face (Face to Face). Because with E-Learning, learning can be more open, and flexible, it can happen anytime, anywhere, with anyone. The point of this development is encouraging changes in the educational paradigm from teacher centered learning to student centered learning. But to lead to the maximum implementation in the use of E-Learning, human resource readiness is often one of the biggest challenges. In Indonesia, it can often provide infrastructure, but the optimization of tools and their sustainability effects is still questionable. Some government programs in providing infrastructure are quite adequate, for example the INHERENT network, connecting locally several universities in Indonesia with a very large bandwidth but the content in it is still very minimal.

Supposing there is already a toll road, but the vehicles passing are only in the same class as motorbikes or pedicabs. So there is something wasted.

The Blended Learning Method is expected to be able to foster enthusiasm and motivation of students to study al-Qur'an well, not only reading but also understanding its content so that it can be practiced in the life of society, nation and state.

The following are activities in Blended Learning:
1. Direct learning face to face in the classroom.
2. Video streaming.
3. E-learning with software.
4. Blended Learning combines various teaching methods utilizing technology.
5. Existing virtual technology can be utilized for the blended learning process.
6. Blended Learning can be implemented effectively by adjusting conditions agreed by all parties.

Blended Learning is needed when distance learning methods are not really needed. Blended Learning is needed when students need additional learning. Blended learning is needed when:
a. The teaching and learning process is not only face-to-face, but increases learning time by utilizing cyberspace technology.
b. Simplify and accelerate the process of non-stop communication between teachers and students.
c. Students and instructors can be positioned as learning parties.
d. Help the process of accelerating teaching.

The development of this very rapid information technology, especially the development of internet technology also encourages the development of the concept of distance learning. Characteristics of internet technology that can always be accessed anytime, anywhere, multi-user and offers all the conveniences have made the internet a very appropriate medium for the development of further distance education. This is why for the time being the blended learning system is still very well used in Indonesia so that it can be more traditionally controlled as well.

Therefore, the blended learning method needs to be used as one of the methods of learning the Qur'an in schools. Al-Qur'an learning with this blended learning method is a learning process that uses a variety of learning models, facilities, learning activities, teaching materials, learning media both digital and physical media. The formula is as follows:
1. Learning face to face (face-learning in class)
2. Video conferencing (activities carried out by utilizing learning content management software)
3. E-learning (activities carried out by utilizing learning content management software)

It can be concluded that blended learning is learning that combines all forms of learning such as online, live and face-to-face (conventional).

6. Conclusions

Based on research, the Muhammadiyah 16 Jakarta high school still uses simple methods in learning al-Qur'an, so there is a need for innovation in learning. and one of the right methods for learning al-Qur'an is learning based on blended cooperative e-learning.

The combination of cooperative learning and blended learning approaches not only equips students with the ability to understand the material, but more than that can improve communication skills and interpersonal skills, problem-solving, critical analysis, and other skills needed by students. With the ease of technology, the limitations of class meetings can be solved by blended learning. The principle in Blended learning is indeed for a combination of classroom-based direct teaching and online teaching, but in reality, this learning can serve as a means for students to interact more intensely with their peers, when students are required to collaborate more frequently online, they share common problems at various levels, they then create their own "problem solving" community.

With blended learning, what used to be monotonous and unidirectional learning of the Qur'an will be interesting and interactive, all involved in fun learning.

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