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The Development of Al-Qur'an and Hadith Integrated Guided Inquiry Students' Worksheet to Improve Students' Learning Outcomes and Religious Character

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Abstract

The development of Al-Qur'an and Hadith integrated guided inquiry student worksheets to improve students' learning outcomes and religious character was carried out. This study aims to determine the effectiveness of Al-Qur'an and Hadith integrated guided inquiry student worksheets in Askhabul Kahfi Junior High School Semarang in the academic year 2020/2021. In this study used research and development method, then the selected class was used for research, i.e class VII D as the control class and class VII B as the experimental class, involving 32 students in the experimental class and 32 students in the control class. The normality test analysis showed that the the data for both classes were normally distributed. The calculation of the similarity test for the both posttest data variances of the two classes had the same variance. The average posttest score of the control class was 79.06 and the experimental class was 82.08. The results of the t-test analysis showed a significant difference in the mean between the experimental class and the control class. Based on the results of the data analysis on the religious character of the students, the average value of the religious aspects in the experimental class had score of 3.59 in the very good category, and the control class had score of 3.27 in the good category, so it can be concluded that the experimental class has better religious character than the control class.

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INTRODUCTION

The competencies that must be achieved are as stated in the Ministry of Education and Culture (2016) that learning must accompany students to increase their faith by realizing the relationship between the complexity of the universe and the greatness of God who created it in the practice of religious teachings adhered to by each human being. In the 2013 Curriculum, KI-1 includes spiritual attitudes which consist of accepting, practicing, appreciating, and practicing the teachings of the religion they adhere to.

The aim of the VII grade science curriculum includes 4 competencies, i.e (1) spiritual attitude competence, (2) social attitude, (3) knowledge, and (4) skills. This competence is achieved through an intracurricular, co-curricular, and/or extracurricular learning process. Attitude components are divided into two, i.e spiritual attitudes (KI-1) and social attitudes (KI-2). Science subject is a subject that contains a collection of systematic theories, its application is generally limited to natural phenomena, born and develops through scientific methods such as observation and experimentation and demands scientific attitudes such as curiosity, openness, honesty, and so on (Husamah et al., 2016).

The observations at Askhabul Kahfi Junior High School showed that students had not enough shown a scientific attitude which was marked by a lack of student activity in working together in groups, students didn't know the exact sequence of scientific methods, and only a few students ask or answer questions during science lessons. Learning was also more one-way learning, followed by discussions and exercises with a limited frequency so that it didn't explore the potential of students and also the learning process was still lacking the empowerment of scientific abilities and directs students to work scientifically.

According to the interview with the Principal of Askhabul Kahfi Junior High School, learning subjects other than Islam, especially science subjects, had not been integrated with Al-Qur'an and Hadith, causing the religious character of students at Askhabul Kahfi Junior High School also be lacking. This was reinforced by the results of interviews with students showed that the students had not been able to maintain personal and environmental hygiene, less active in learning, less able to discuss in groups, less active in proposing and responding to opinions from friends.

Based on the results of interviews with the sciences teacher at Askhabul Kahfi Junior High School, the sciences learning process in class was still general, rarely using practicum, rarely using certain learning models, and there were no teaching materials that contain sciences material that was linked to the understanding in the Al-Qur'an and Hadith. Students used textbooks from schools that had no connection between science and the verses of the Al-Qur'an and Hadith. The textbooks provided by the school library were also rarely used by students except when learning takes place. According to interview with a science teacher at Askhabul Kahfi Junior High School, the material about environmental pollution was still considered difficult by students. The difficulty of students in understanding the material could be seen from the value of the test results that still didn't meet the specified minimum completeness criteria, which is 70 and students must take a remedial test in order to achieve the minimum completeness criteria.

Students need interesting and fun teaching materials and learning models (Wardani et al., 2016). One of the teaching materials needed to support science learning is a student worksheet. Student worksheet is a teaching material in the form of printed media that provides benefits for educators as well as students. Educators have teaching materials that are ready to use, while students gain independent learning experience and learn to understand written assignments contained in the student worksheet. The writer considers appropriate as a medium so that students can learn independently, not just as passive object in learning. The preparation of a student worksheet will be more effective if it uses the right learning model. An interesting and fun learning model is needed to get maximum learning outcomes, one of which is the guided inquiry model (Seranica et al., 2018).

Sipangkar et.al. (2018) said that the learning model invited students to get better understandings of science, especially physics lessons. Students were free to collect data, made assumptions (hypotheses), trial and error, looked for and formed regularities (patterns), generalized or compiled formulas, and proved the truth of a hypothesis.

The Ministry of Education and Culture implements the strengthening of the nation's future character through the Strengthening Character Education that had been launched since 2016. All subjects are responsible for cultivating the values of faith and piety and noble morals (Siregar et al., 2017). All subjects should insert and instill the values of faith, piety, and excelent morals, including in the subject of Natural Sciences (Wibowo, 2016).

The vision and mission at Askhabul Kahfi Junior High School Semarang, it is pious, achievers and has excelent character, as well as increasing religious knowledge to strengthen faith and piety to Allah SWT by carrying out the Islamic Shari'a which is Aswaja-oriented. According to Ramdhani (2015), to understand, study, practice, and teach and instill Islamic values in everyday life requires learning, deepening, practicing, and understanding Islamic Religious Education. Islamic Religious Education is viewed as very important in developing Islamic values, because in Islamic Religious Education it is taught about the application of Islamic values in everyday life through the integration of science learning with Al-Qur'an and Hadith.

Hidayatutsani (2015) said that the integration paradigm could be grouped into several models, including the informative model. The informative model was a model in which scientific disciplines needed to be enriched with information possessed by other disciplines so that the insight of the academic community would broaden, especially the understanding of science and the Al-Qur'an. The Rizkiah's (2017) research concluded that the preparation of *Discussion Activity* student worksheet there are verses of the Al-Quran, muslim figures, and practiced make questions, could motivate students in learning and could provide new knowledge insights to students, both in terms of mathematics material and the relationship between fraction material with Islamic values. Research of Hamidah et al. (2018) concluded that guided inquiry was effective in improving student learning outcomes and could be used in learning. The 2013 education curriculum also emphasizes increasing student faith through a deeper understanding of religious aspects.

An integrated student worksheet is needed to support the learning process. Researchers want to make Al-Qur'an and Hadith integrated guided inquiry student worksheets to improve students' learning outcomes and religious character on Environmental Pollution subject. The development of Al-Qur'an and Hadith integrated guided inquiry student worksheets is an alternative that can be done in order to instill Islamic values of students. The use of guided inquiry-based natural sciences worksheet is expected to improve learning outcomes and the religious character of grade VIII students of Askhabul Kahfi Junior High School Semarang.

METHODE

This research was an experimental study with a Post Test Only Control Group design, conducted at Askhabul Kahfi Junior High School Semarang in the 2020/2021 academic year. The research design is showed in Table 1.

Table 1. Research design

Class	Treatment	Final condition
Experimental	X1	Y2
Control	X2	Y2

X1 : Development of integrated Al-Qur'an and Hadith guided inquiry student worksheet on the Environmental Pollution subject

X2 : guided inquiry model on the Environmental Pollution subject

Y2 : Post test scores for the experimental class and the control class

Sampling using cluster random sampling technique with consideration by teachers based on the daily scores of Natural Sciences subject tests and class tend to be almost the same scores. The class used for the research was class VII D as the control class and class VII B as the experimental class. The independent variable (independent variable) is a variable that affects or causes changes in other variables. The independent variable in this study was the process of learning the theme of Environmental Pollution subject using a guided inquiry model and learning using an integrated Al-Qur'an and Hadith guided inquiry student worksheet on the Environmental Pollution subject. Dependent variable is the variable that is affected or that is the result, because of the independent variables. The dependent variable in this study was students' learning outcomes (cognitive, psychomotor, and affective) and students'' religious character during the learning process using a

learning model using Al-Qur'an and Hadith integrated guided inquiry student worksheet on the Environmental Pollution subject.

The learning steps in the control and experimental classes are shown in Figure 1.

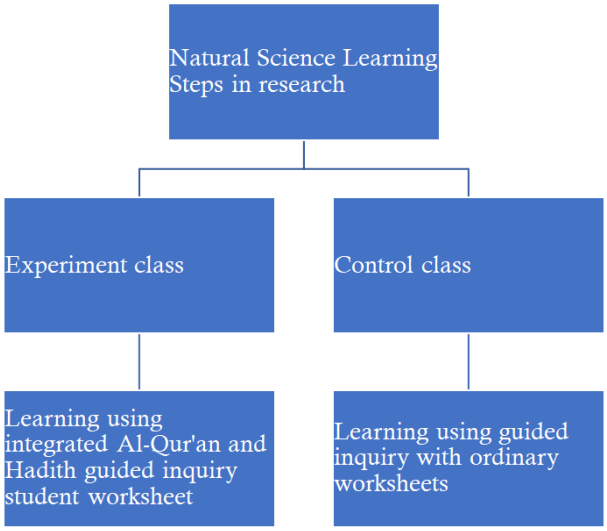

Figure 1. Steps of Natural Science Learning

The control variables in this study were teachers, learning materials, and the number of learning hours.

The instrument for these research were the observation sheet and the conceptual understanding ability test questions. Data analysis was performed using quantitative analysis for validity, reliability, differentiation, and difficulty level, two-variance analysis test (sample class homogeneity), normality test for posttest scores, t-test for posttest scores, and analysis of students' religious character values.

RESULT AND DISCUSSION

Normality Test

The normality test was conducted to determine the normality of the posttest scores for the experimental class and the control class. Data is said to be normally distributed if $x^2_{count} < x^2_{table}$. The formula used is chi-square. The results of the normality test is shown in Table 2.

Table 2. Results of the normality test

Class	x^2_{count}	x^2_{table}	Kriteria
Experimental	9.6775	11.07	Normal
Control	6.14	11.07	Normal

Based on the results of the analysis of the normality test of the experimental and control class posttest scores obtained $x^2_{count} < x^2_{table}$ for each data with dk = k-1 and α = 5%. This means that the posttest data was normally distributed, so the next test used parametric statistics.

Two-Variance Similarity Test

Based on the normality test, the next analysis using parametric analysis. The two-variance similarity test to determine the both classes had the same variance or not. Based on the calculation of the similarity test of the experimental class and the control class, the variance for the experimental class was 56.59, the variance for the control class was 31.49, and the F_{count} value = 0.56. Based on the F distribution table for the 5% significance level, the value of F_{table} = 1.82. The value of F_{count} is smaller than F_{table}, so the both classes had the same variance and the t-test was carried out.

T-test value

The average posttest score of the control class was 78.54 and the posttest average score of the experimental class was 83.12. The recapitulation of postest score is shown in Figure 2.

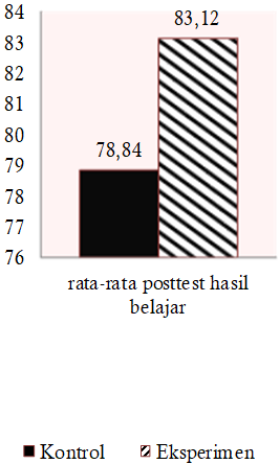

Figure 2. Posttest Score

The t-test was used to determine which class has a better cognitive value obtained from the post-test score of both the experimental class and the control class. The average posttest score of the control class was 78.54 and the posttest average score of the experimental class was 82.08. The results of the t-test is shown in Table 3.

Table 3. Results of T-test Value

Source of variation	Control Posttest score (x_2)	Experimental Posttet score (x_1)
Total Score	2513,36	2659,99

N	32	32
x	78.54	83.12
Variance (s^2)	30.03	56.59
Standart Deviation (s)	5.79	7.17
S	6.50	
x_1-x_2	4.58	
t_{hitung}	2.82	
t_{tabel}	1.67	
Criteria	Significant	

Based on the results of the t-test analysis with dk = n1 + n2-2 and the 5% significance level, the value of t_{count} = 1.86, while t_{table} = 1.67. It can be concluded that the experimental class was better than the control class because $t_{count} > t_{table}$, so it can be concluded had a significant difference between the control class and the experimental class.

Students' Religious Character Score

Assessment in the affective domain used to assess students' attitudes covers seven aspects including loving the environment, tolerance, cooperation between people of religions and beliefs, and love of peace. The average score of each aspect of students' religious character in the experimental class and control class is shown in Table 4.

Tabel 4. Students' Religious Character Score

Religious Aspects	Average Score of Religious Aspects			
	Experimental class	Category	Control class	Category
Loving the Environ-ment	3.41	Good	3.13	Good
Tolerance	3.58	Good	3.21	Good
Coopera-tion between Religions and Beliefs	3.61	Good	3.25	Good
Love peace	3.75	Very good	3.50	Good
Average	3.59	Very good	3.27	Good

Based on the results of the data analysis on the religious aspects of the students, the experimental class had average score of 3.59 in the very good category, while the control class had score of 3.27 in the good category, so it can be concluded that the experimental class had a better religious character than the control class.

Cognitive Aspects

In this study, learning in the control class used a guided inquiry model and for the experimental class using an integrated guided inquiry Al-Qur'an and Hadith students' worksheet. As Muslims, the law is obligatory for us to study the Al-Qur'an as a guide for life, (Setyawan, 2018). Studying hadith which is the second source of Islamic law up to the present modern era, never stops. Learning using an integrated guided inquiry Al-Qur'an and Hadith students' worksheet begins with an authentic problem orientation that is commonly encountered in everyday life and is related to the material to be delivered. Furthermore, the teacher guides students to prepare using guided inquiry integrated Al-Qur'an and Hadith students' worksheet. This research refers to the theme of Environmental Pollution which is the main subject matter of Integrated Science for Junior High School semester 2 which was taught 4 times with 8 credits which consists of (1) Environmental Pollution (2) Water Pollution (3) Soil Pollution and (4) Air Pollution.

The research results showed that the posttest score of the experimental class was higher than the posttest score of the control class. This was caused the students get more optimal learning with the use of guided inquiry integrated Al-Qur'an and Hadith students' worksheet. The difference in learning outcomes that occurs between the experimental class and the control class, the experimental class was better than the control class due to differences in treatment during the learning process even though they both get the same learning subject i.e Environmental Pollution. In the learning process, both classes use supporting books, teachers, the same lesson hours and curriculum, the difference was the learning model used. In the control class, the guided inquiry learning model was obtained, while the experimental class uses integrated guided inquiry of Al-Qur'an and Hadith students' worksheet.

The difference mean score of learning outcomes proves that the experimental class using the integrated guided inquiry Al-Qur'an and Hadith students' worksheet was better than the guided

inquiry learning model in the control class. This was caused of the experimental class used integrated guided inquiry of Al-Qur'an and Hadith students' worksheet were trained to find their own learning concepts through practicum, identify the environment with teacher guidance so that students could mastery learning subject through developing creativity and understanding of students in an atmosphere. It was more fun according to themselves and students became easy to remember so that they more understand than students just discussing to find a learning concept. Winarto et al. (2020) concluded a learning atmosphere that uses the inquiry method can increase students' enthusiasm in the learning process which is shown from individual activity, namely asking, expressing opinions, and answering questions, besides that it can also increase group learning activity, creativity to express a ideas in completing assignments, group collaboration and the results of group assignments that must be completed. This is in line with the research of Shalihin et al (2019) which obtained the results that guided inquiry could improve students' critical thinking.

At the end of the lesson, the teacher guides students to find the concept of what was done and at the end of the lesson students were given the task of evaluating learning so that students could review the material taught by the teacher and students in the experimental class using the integrated guided inquiry Al-Qur'an and Hadith students' worksheet. by having more understanding than the control class which only used the guided inquiry model only and without the use of integrated Al Qur'an and Hadith students worksheet. This was similar with research conducted by Sukma, et.al. (2016) that there was a positive and significant influence between the guided inquiry learning model on student learning outcomes. Therefore, at the time of the posttest, there would be differences between groups that were accustomed to exploring an event by demonstrating and discussing it compared to groups that only discuss problems expressed by the teacher, an article, or picture.

The research on the development of Al-Qur'an and Hadith integrated guided inquiry student worksheet on the Environmental Pollution subject aims to improve learning outcomes and the religious character of students. The use Al-Qur'an and Hadith integrated guided inquiry student worksheet on the Environmental Pollution subject is expected to improve learning outcomes and the religious character of grade VIII students of Askhabul Kahfi Semarang Junior High School in the 2020/2021 Academic Year. According to Prasetyowati and Suyatno (2016), the learning process, in this case science learning, should give attention to the aspects of empowering students' thinking through a change in the learning paradigm from what was previously teacher-centered to being student-centered. One of the problems faced in the learning process is that students are not encouraged and given the opportunity to develop their abilities (Wardani, 2016). Therefore, we need an appropriate learning model because it will determine the effectiveness of a lesson. Putri et al. (2018) concluded learning model which students directs to find facts and concepts using direct experience with guidance from the teacher, namely the guided inquiry model.

The advantages of guided inquiry learning can increase student activity in independent learning and build knowledge through investigation. Guided inquiry-based learning process can facilitate students in full or only a small part by using assistance through worksheets or other instructions so that students are able to find the problem until the answer to the problem (Winarto et al., 2020).

Aspects of Religious Character

In addition to using cognitive score, researcher also used student religious character score. The results of the observation that the average score of the religious aspect in the experimental class obtained a score of 3.59 in the very good category, while in the control class it obtained a score of 3.27 in the good category. In aspect 1 (the aspect of loving the environment) the average of each aspect of the experimental class was greater than control class. In aspect 1, the average aspect of loving the environment in the experiment was 3.41 while the average in the control class was 3.13. This was caused of the experimental class used practical materials as necessary, maintains the practice tools that had been used, and maintains the environment where the practicum was located. Allah SWT said in QS. Al-Baqarah verse 222 which means: "... Allah loves those who repent and loves those who purify themselves." From the meaning of this verse, we are reminded to stay clean and holy is

part of faith. Also Al-Tirmidhi's Hadith which confirms that "Cleanliness is part of faith." This is also in line with the research of Zainuddin, et.al. (2020) who obtained the result that through the physics module contains verses of the Qur'an on fluid static with generative learning models for high school students, students not only learn physics concepts but can integrate them with the verses of the Koran. Thus, students will be able to practice religious teachings and increase in keminann by realizing the relationship between static fluid material to the greatness of God who created it.

In the second aspect (tolerance aspect) the average experimental class was higher than control class. This was caused of the experimental class students could respect each other, accepted the fact that different opinions about the truth were adopted, help in social life. In the 3rd aspect (the aspect of cooperation between followers of religions and beliefs) the average in the experimental class was 3.61 while the average in the control class was 3.25. This was caused of the experimental class had the effort/ participation in completing assignments, cares for a group of friends, the enthusiasm for completing group assignments according to the target was higher than the control class. In the fourth aspect (peace-loving aspect) the average score of the experimental class was higher than the control class. This was caused of in the experimental class, almost all students-maintained class calm, maintained peace in the class, maintained speech in the class compared to the control class. This was similar with Azizah and Kisworo (2018) cwho said that the integrated Al-Qur'an studenhts' worksheet score had a positive effect of 27.7% on the formation of the science-religious character of students. Meanwhile, the other 72.3% were influenced by other factors outside of the students' worksheet which integrated the score of Al-Qur'an and the religious character of students formed after the implementation of the Qur'anic students' worksheet were: (a) Obedience to Allah, (b) Gratitude, (c) Sincerity, (d) Tawakal, (e) Care for the Environment and (f) Patience. Cahyati (2015) concluded that the advantages of score-oriented worksheets and the content of the Al-Qur'an that had been developed lead students to develop spiritual attitudes in studying static electricity material; Each static electricity subject was accompanied by exercises and evaluations, helping students in learning Al-Quran accompanied by its translation; the subject presentation was equipped with interesting pictures and illustrations. The developed worksheets could guide students to learn independently in understanding the discussion of static electricity subject.

The use of integrated guided inquiry Al-Qur'an and Hadith sudents' worksheet guided students to find their own knowledge, by giving students the opportunity to discuss the problems studied together in groups and try to solve and draw a conclusion.

CONCLUSION

Based on the results of the research, it can be concluded that the use of integrated guided inquiry Al-Qur'an and Hadith sudents' worksheet on the cognitive aspect had a significant average difference between the experimental class and the control class. In the religious, affective, and psychomotor aspects, the experimental class which had very high criteria was more than the control class so that it can be concluded that the experimental class was better than the control class.

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