

Mastery Learning as Learning Model to Meet the Passing Grade of Al-Qur'an Hadith Subject at Madrasah Ibtidaiyah Negeri 4 Padang Pariaman

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ABSTRACT

Al-Qur'an Hadith learning activities at Madrasah Ibtidaiyah are faced with the difficulty of meeting the passing grade because there are those who have not studied the Qur'an before being accepted at the madrasa so they do not know the hijaiyah letters. To overcome this problem, certain learning models are needed, so as to produce quality learning. Therefore, this study aimed to reveal the implementation of mastery learning in meeting the passing grade on al-Qur'an Hadith subject. The study was carried out by implementing the PAR (Participatory Action Research) method. This approach was used so that researchers not only took data for study needs but also contributed to the object under study along with the completion of the study. Based on the results, al-Qur'an Hadith learning outcomes could meet the passing grade by implementing mastery learning and in line with increasing motivation after the mastery learning implementation.

Keywords: mastery learning; learning outcomes; al-Qur'an Hadith

INTRODUCTION

Passing grade is a reference in determining learning outcomes. If students have learning outcomes in accordance with the assigned passing grade, then conceptually, the learning objectives have been achieved, on the contrary, if the students have not passed, the learning activities have not achieved the stated goals. The criteria for the passing grade in each subject is different because determined by the MGMP, not school managers, let alone the government.

Although the passing grade is not determined by the government and school managers, the party determining the passing grade must have a reference related to the minimum score for students by considering the complexity, carrying capacity, and intake (Barnawi, 2020; Jannah & Muslimah, 2021; Mesrawati Mesrawati, 2017; Ratna Pangastuti & Munfa`Ati, 2018; Sinaga, 2020).

Meeting the passing grade is not as easy as imagined, teachers and students are faced with the difficulty of meeting the passing grade. Sidiq et al stated that learning difficulties experienced by students are the cause of the underachieving

learning goals (Sidiq et al., 2019). Putri and Marpaung found that learning difficulties in the moderate category can be an obstacle to achieving a passing grade (Putri & Marpaung, 2018). In addition, in accordance with the findings of various study results, to achieve the learning objectives, there are influencing factors, such as the learning media factor (Yuliansih et al., 2021; Khaira et al., 2021; Sahronih et al., 2019; Susanti et al., 2020). Meeting the passing grade is also influenced by the background and basic abilities of students (Giasirani & Sofos, 2020; Ayllón et al., 2019; OECD, 2012), as well as the learning method implementation is supporting to meet the passing grade (FAO, 2021; Young et al., 2003).

In line with some of the opinions above, the learning model implementation is seen as part of meeting the passing grade. Therefore, researchers have the motivation to reveal how the mastery learning implementation as an al-Qur'an Hadith learning model to meet the passing grade (Guskey, 2015). Mastery learning as a learning model as stated by Cundiff et al has an impact on students to meet the passing grade (Cundiff et al., 2020). Hayat also confirmed that mastery learning quantitatively has an effect on students to meet the passing grade (Hayat, 2018). The mastery learning implementation provides opportunities for teachers to be able to meet the needs of students so that it will improve learning outcomes (Carpenter et al., 2019; Damavandi & Kashani, 2010; Montebello et al., 2019; Emery et al., 2018).

Some thoughts and studies showed that mastery learning has its own advantages to be used as a learning model in meeting the passing grade. Al-Qur'an Hadith subject as in Madrasah Ibtidaiyah Negeri 4 Padang Pariaman has a passing grade of 75. This passing grade was determined by considering the complexity aspect of the Al-Qur'an Hadith subject, considering the available supporting power, both infrastructure, teachers, and environmental conditions. Another consideration is the basic ability possessed by students, namely the balance against the background of students at MI Negeri 4 Padang Pariaman.

To meet the passing grade and learning outcomes of al-Qur'an Hadith, there are various studies and experiments conducted by practitioners and researchers of al-Qur'an Hadith. Experiments carried out by Fauzi showed that increasing understanding and knowledge of qalqalah can be performed with the Depa Berjenjang method (Fauzi, 2021). Another study explored the implementation of the demonstration method in al-Qur'an Hadith learning activities (Halwing, 2021). Ar Rasikh proved that al-Qur'an Hadith learning activities at two different institutions have differences, both in planning and implementation aspects (Ar Rasikh, 2019).

Studies related to the mastery learning implementation for al-Qur'an Hadith learning activities have not been carried out by academics. Studies on learning aspects reveal a lot for objects other than al-Qur'an Hadith subject. Therefore, this study was focused on how the mastery learning implementation as a learning model to meet the passing grade at Madrasah Ibtidaiyah Negeri 4 Padang Pariaman.

Based on the preliminary observations at MIN 4 Padang Pariaman, there are still many students who are lazy to take lessons in class, have not been able to fully understand the teaching material delivered by the teachers, and lack enthusiasm for participating in learning activities. This is shown from the lack of curiosity, still not paying attention to learning, and not being willing to express opinions. Besides, there was still a low interest and motivation to learn. Thus, this study will provide information to teachers and researchers on al-Qur'an Hadith learning activities. In addition, this study will be used as a reference in carrying out learning, especially on al-Qur'an Hadith.

METHODOLOGY

Madrasah Ibtidaiyah Negeri 5 Padang Pariaman is an educational institution under the auspices of the Padang Pariaman Regency Religious Affairs Office.

Madrasah Ibtidaiyah Negeri 4 Padang Pariaman was chosen as the object because of the C accreditation. Therefore, this institution requires innovations, including in learning.

This study was conducted using the Participatory Action Research (PAR) method. This method was used because it is not only limited to data collection until analysis (Baum et al., 2006; Benjamin-Thomas et al., 2018; Morales, 2016), but rather a contribution to the institution under study. The intended contribution is that al-Qur'an Hadith teachers at MIN 4 Padang Pariaman gain knowledge and have the ability to implement mastery learning as a learning model. Along with contributions, students at this institution can also meet the passing grade.

This study was carried out for 4 (four) months from February-May 2021 for activity planning, implementation of observations, reflection, re-planning, and observations. The participatory action research was carried out in the following stages:

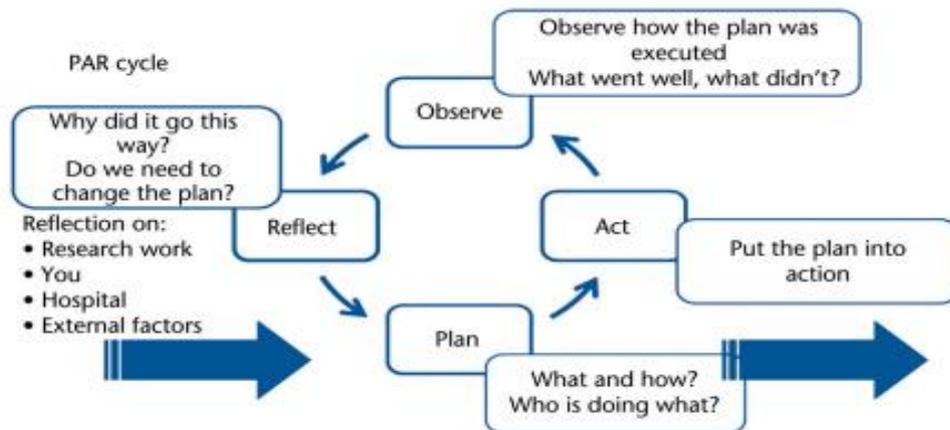


Figure 1. Participatory Action Reserach Cycle (Janssen et al., 2013)

According to Janssen et al, this study has stages starting from planning, acting, observing, and reflecting for each cycle. This study was carried out in 3 (three) cycles, this is because, in the third cycle, researchers found changes where teachers had knowledge and gained understanding on the mastery learning implementation as a learning model and students met the passing grade.

Data were collected through observation and documentation studies. The data were analyzed using a combination of qualitative and quantitative techniques. There were data that could not be explained statistically, and on the other hand, there were data that could not be interpreted qualitatively (Kelley-Quon, 2018). Therefore, combining these two methods is seen as the right step to get accurate results.

RESULTS AND DISCUSSION

Preparation of Teachers in Implementing Mastery Learning

For the first cycle, the researchers accompanied the Al-Qur'an Hadith teachers in preparing the aspects that must be met in implementing mastery learning as a learning model. These aspects can be seen in Table 1 below.

Table 1. Preparing Mastery Learning as Learning Model

No	Syntax	Objective
1	Orientation	Researchers provided understanding to teachers related to learning content, objectives, and how to give assignments to students
2	Presentation	Teachers were strengthened by understanding how to explain learning conceptually and the skills that students must possess
3	Structured, guided, and independent exercise	The researcher explained to the teachers the steps that the teachers had to convey to the students regarding the completion of assignments, and what the teachers had to do.
4	Guided exercise	Teachers were given an understanding to be able to provide exercises and forms of exercise to students
5	Independent Exercise	Teachers were strengthened by understanding related to steps and strategies to provide independent training to students

The five syntaxes above need to be understood by al-Qur'an Hadith teachers for implementing mastery learning as a learning model. The five mastery learning syntaxes are not only in cognitive form but also must be able to apply in learning. These stages need to be performed considering that the understanding of the Qur'an Hadith teachers on mastery learning before being given an explanation was still very low. The low understanding of teachers on mastery learning can be seen from the Qur'an Hadith learning outcomes before treatment. Knowledge and understanding of teachers on mastery learning and learning outcomes of al-Qur'an Hadith subject can be seen in Diagrams 1 and 2.

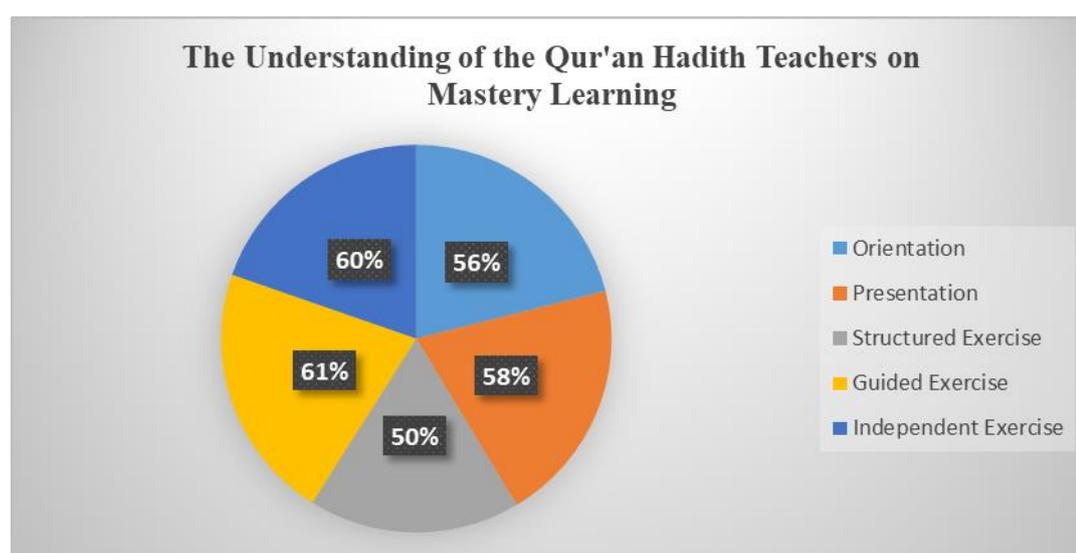


Diagram 1. The Understanding of the Qur'an Hadith Teachers on Mastery Learning

Diagram 1 shows that before there was assistance to the understanding of teachers on mastery learning as a learning model, conceptual and practical knowledge was still very low. This statement is based on the knowledge of teachers on orientation which only reached 60%, presentation of 58%, the structured exercise of 50%, the guided exercise of 61%, and independent exercise of 56%. Meanwhile, before implementing mastery learning, of 48 students, 4 students did not meet the passing grade of al-Qur'an Hadith subject as shown in the following diagram.

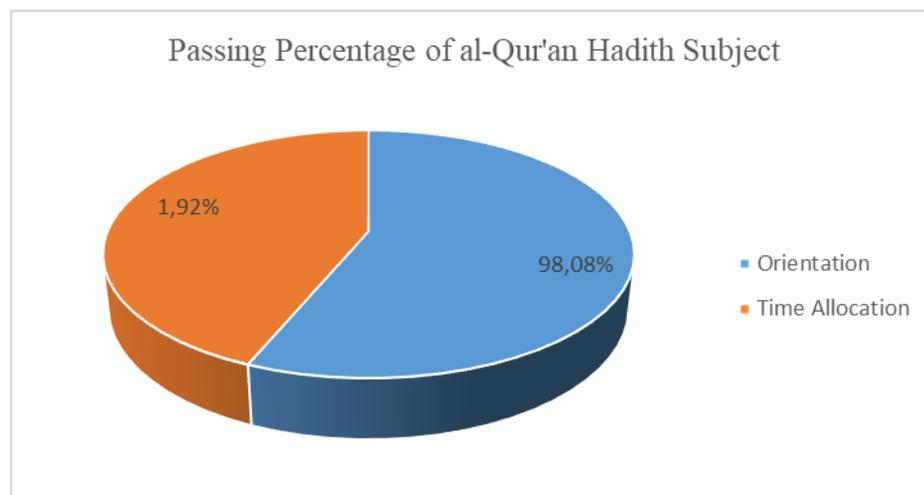


Diagram 2. Passing Percentage of al-Qur'an Hadith Subject

In line with the data contained in diagram 2, above it is known that before the use of mastery learning as a learning model there are still 4 people or equivalent to 1.92% of learners who have not reached the minimum completion criteria. And 44 (forty-four) learners who have achieved the minimum completion criteria. This data proves that the teacher of the Qur'anic Hadith is required to innovate including the use of learning models that are different from the models that have been used.

With the existing conditions, mastery learning is implemented for the Al-Qur'an Hadith subject. The mastery learning implementation as an al-Qur'an Hadith learning model could improve the ability and knowledge of teachers on mastery learning implementation as a learning model in each cycle. The results of the observation and documentation study can be described as an increase in the ability and knowledge of the teachers after the treatment.

Based on observations on May 10, 2021, in general, the implementation of mastery learning in Al-Qur'an Hadith subject at Madrasah Ibtidaiyah Negeri (MIN) 4 Padang Pariaman was quite good, where teachers had made learning plans, prepared learning media, and used LCD projectors. even though the teachers brought their own laptops, they even made learning media in the form of charts or pictures.

Based on interviews with informants, teachers complete all learning tools related to the implementation of learning activities, namely:

Developing Syllabus

Syllabus development is closely related to the development of the components contained in the standard content, namely Analyzing Core Competencies, Analyzing Basic Competencies, Developing Learning Objectives, Developing Indicators, Designing Learning Activities, Determining Teaching Materials, Choosing the Right Method, and Time Allocation.

Preparing a Learning Plan

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Making learning plans is preparation for teachers before teaching and becomes a guide in implementing learning activities. Without a learning plan, teaching staff can be disorganized. The steps for making this learning plan refer to and guide the developed syllabus. Therefore the learning plan describes the learning activities as a whole in one or more meetings.

In addition, after implementing three cycles, there was an increase in the passing percentage. An increasing ability and knowledge of teachers, as well as passing percentage, can be described as in diagrams 3 and 4.

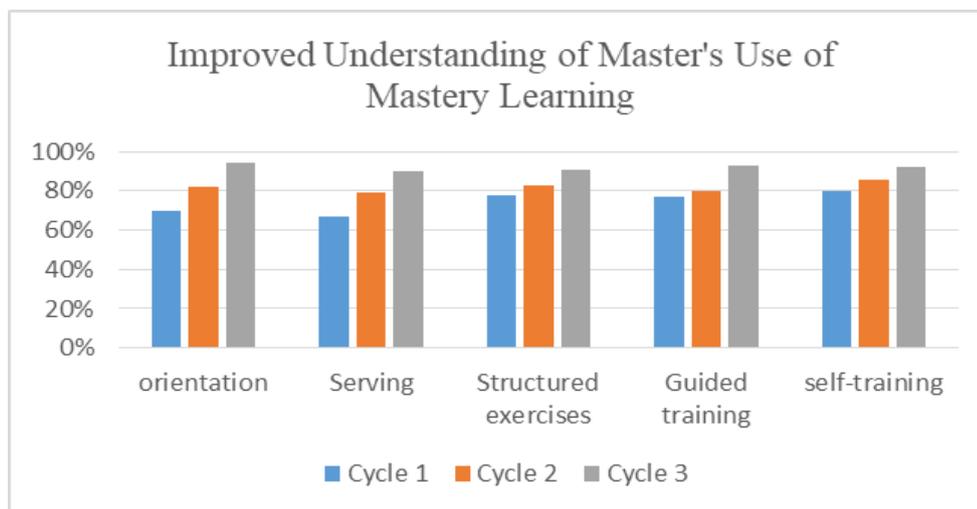


Diagram 3. The Increasing Ability of Teachers in Implementing Mastery Learning as al-Qur'an Hadith Learning Model

The increasing passing percentage of al-Qur'an Hadith subject in each cycle is in accordance with the following diagram:

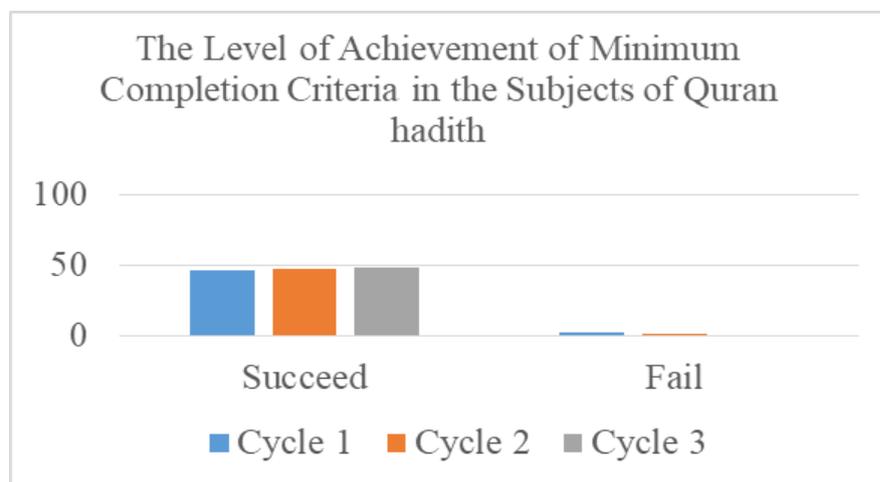


Diagram 4. Level of Achievement of Minimum Completion Criteria

Based on diagram 3, the ability and knowledge of the teachers related to the mastery learning implementation as an al-Qur'an Hadith learning model had an increase for each cycle. In the first cycle, the knowledge and understanding of the teachers related to orientation were 70. In the second cycle, orientation increased to 82%, and in the third cycle increased to 94%. This percentage was also relevant to the observations related to how teachers implemented mastery learning as a learning

model in each cycle, where in the first cycle in explaining the learning concept and learning framework was still seen rigid, but in each cycle, there was an improvement.

As for presentation, the ability of teachers had an increase in each cycle. In the first cycle, the knowledge and ability of the teachers was 67% both conceptually and practically. This was increased up to 79% in the second cycle and 90% in the third cycle. These data were in line with observations related to how al-Qur'an Hadith teachers at MI Negeri 4 Padang Pariaman presented and explained the latest concepts and new skills to possess. In the first cycle, teachers were still faced with hesitancy to present learning media in Al-Qur'an Hadith learning activities.

In structured exercise, conceptual and practical abilities of the Qur'an Hadith teachers had an increase, from 78% in cycle 1 to 83% in cycle 2 and 91% in cycle 3. This percentage was also relevant to observations on how teachers give and explain structured assignments by students.

Diagram 3 can also be interpreted that the abilities and knowledge of teachers related to mastery learning as a learning model in the guided exercise had an increase in each cycle. In cycle 1, the ability and knowledge of teachers was 77%, then increased to 80% in cycle 2, and 93% in cycle 3. This data proves that al-Qur'an Hadith teachers have the potential to follow up on the mastery learning implementation as a learning model.

In an independent exercise in mastery learning, the ability of teachers had an increase in each cycle. In the first cycle, the ability and knowledge of teachers was 80%, increased to 86% in cycle 2, and 92% in cycle 3. The increase in knowledge and ability of teachers in this aspect is in line with the data in the available documents, where there were improvements in work instructions.

Based on the data described above, the conceptual and practical knowledge and abilities of teachers related to mastery learning as a learning model had an increase. Therefore, mastery learning has the potential to be applied in teaching Al-Qur'an Hadith at Madrasah Ibtidaiyah Negeri 4 Padang Pariaman because the teachers already understand well mastery learning as a learning model. This view is in line with the conclusion that learning models to be used must be fully understood by teachers (Tondeur et al., 2017; Timperley et al., 2007). The work of teachers is not easy, therefore, the models, media, and methods used must also be thoroughly understood first (Opfer & Pedder, 2011; Harianto et al., 2021).

The mastery learning implementation as a learning model of the Qur'an Hadith also has an impact on improving the passing percentage. Based on diagram 4, 2 students did not meet the passing grade in cycle 1, 1 student did not meet the passing grade in cycle 2, but in the third cycle, all students met the passing grade.

These results prove that mastery learning as a learning model has an impact on increasing the passing percentage. This is in line with a study by Utami and Subroto that the mastery learning implementation improves learning outcomes (Utami & Subroto, 2013). Azizahwati et al also confirmed that mastery learning has an impact on improving learning outcomes (Azizahwati et al., 2017). A similar conclusion was also found by Mitee and Obtani which confirmed that mastery learning affects learning outcomes (Mitee & Obaitan, 2015).

Based on the results and in accordance with the findings of previous researchers, it can be emphasized that mastery learning as a learning model can be used for various fields of study, education levels, including in the Qur'an Hadith learning activities. However, it is important to pay attention to how teachers improve their knowledge and understanding related to the model as well as knowing and understanding mastery learning as a learning model.

CONCLUSION

Based on the results in each cycle, the knowledge and abilities of al-Qur'an Hadith teachers both conceptually and practically on mastery learning as a learning model had an increase in each cycle, both in orientation, presentation, structured exercise, guided exercise, and independent exercise. The mastery learning implementation as a learning model also had an impact on increasing the passing percentage of the Qur'an Hadith subject to 100% in the third cycle. Thus, PAR contributes to MI Negeri 4 Padang Pariaman, where al-Qur'an Hadith teachers have the knowledge and ability to implement mastery learning as a learning model in the future.

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