

The Integration of Digital Technology in Al-Qur'an Hadith Subject: A Study on Instructional Design Creativity at MTsN 2 Kota Kediri

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Abstract

This research aims to explore the creativity of Al-Qur'an Hadith subject teachers in integrating digital technology in the classroom. The concept used is a collaborative learning model with varied IT-based learning media innovations. The research approach uses qualitative field research with a case study type. The methods used to collect data in this research were semi-structured interviews, non-participant observation and documentation. The research results show that the Al-Qur'an Hadith subject teacher at MTsN 2 Kediri has very good creativity. The teacher begins the presentation of the material with a lecture as an introduction and giving trigger questions, followed by a Jigsaw model discussion process and an assignment to make a poster as a Project Based Learning application, followed by clarification and confirmation from the teacher with Canva-based presentation slides displayed on the projector and playing learning videos from YouTube via Smart TV. The instructional design for Al-Qur'an Hadith subjects is based on lesson plans according to KI and KD, combining Jigsaw and Project Based Learning methods, and translating a strong belief in innovation.

Keywords: al-qur'an hadith subject; integrating digital technology; learning models

1. Introduction

One of the problems faced in the world of education is fostering teacher creativity. Teacher creativity in the teaching and learning process has an important role in motivating students' learning. Teacher creativity in the learning process greatly influences student understanding because the more creative the teacher is in presenting the material, the easier it is for students to understand (Marlinawati et al., 2024). A teacher is a very professional educator, his ability to teach, guide, direct, train, assess and evaluate students in the world of education (Akib, 2021; Arianti, 2018; Shabir, 2015).

In formal education, teachers have a role that involves direct face-to-face interactions with students. Teachers as educators must master four teacher

competencies consisting of pedagogical, personal, social and professional competencies as well as learning management which can improve students' abilities (Baidhowi, 2018; Marlinawati et al., 2024). The task of a teacher in the teaching and learning process is not only limited to transferring knowledge to students. Teachers must have the ability to become facilitators in providing effective learning (Muadzin, 2021; Srirahmawati, 2021; Sulistriani et al., 2021). Apart from that, teachers are required to be able to understand the character of students with their various differences in order to help them in dealing with learning difficulties. It cannot be denied that each student has different characteristics, including their preferences and learning styles (Dewantara et al., 2020).

Creative teachers or educators will be able to find various techniques for dealing with problems (problem solving), whether related to students' problems in class, outside of school or at school (Fitriyani et al., 2021a; Pentury, 2017b). Skills in helping educators to find good learning techniques include how to open a class well, how to prepare and carry out practical assessments, techniques for giving assignments that are good but not burdensome, techniques for leading discussions in class, and supporting children to actively give ideas, ways to give wise punishment and so on (Hidayat et al., 2021; Srirahmawati, 2021; Sulistriani et al., 2021).

Teacher creativity is the teacher's ability to create something or combine something that already exists so that it seems new. To foster creativity, a teacher must be good at adapting to change. As digital technology develops, the world of education experiences changes in the learning process. Starting from learning models, learning media and learning resources. Creative teachers are those who are able to think critically and have the creative power to provide concrete imagination to students.

Every teacher's creativity that will be applied to learning must be used as a good example for their students. The way he teaches, his attitude and his creative learning model can increase students' enthusiasm for learning. Teacher creativity can help students understand the lessons taught by the teacher (Hidayat et al., 2021). Choosing a variety of media and learning models can broaden students' insight and become an example for them to be more diligent in learning.

Digital technology is a change that cannot be separated from the world of education (Lailan, 2024; Putri, 2023). Currently, many educational institutions have successfully adapted to the use of digital technology.

Learning innovation in the world of education is a very important necessity to change our perspective on the world of education and science, because if there is no innovation in education, it can lead to educational stagnation (Zabidi, 2019). Various learning models and strategies have emerged to color the world of education along with digital technology. Thus, many teacher councils use learning models accompanied by digital technology to simplify the learning process.

It is hoped that technology will be able to help educators create more interesting learning media so that it does not seem monotonous. Educators can also manage their time well because learning has been assisted by technology. Furthermore, the material that has been explained by the educator can be saved and can be read again if it is felt that you will need the material in the future (Rahmawati et al., 2023). A teacher's skill in utilizing digital technology media can have an impact on student motivation in learning activities. However, the use of digital technology must be controlled because misuse of digital technology can have a negative impact on students. Easy access to information that is so fast and extensive without a filter will disturb students' concentration (Zabidi, 2019).

Torrance said that there are five characteristics of teacher creativity, namely 1) Having great curiosity. 2) Be serious and don't get bored easily. 3) Have a confident and independent attitude. 4) Feeling challenged by diversity and complexity. 5) Dare to take all risks and think divergently (Aniqoh et al., 2021).

This research aims to provide motivation to all teachers in creating a pleasant learning atmosphere. With this research, teachers will know that it is not difficult to design digital-based learning models, if they are always willing to learn. So, teachers will continue to dig up information and express creative ideas that can support education.

2. Method

This article is the result of field research which requires the researcher to be present in person. This research aims to explore and deepen information in the field naturally. In this research process, researchers can directly find out about learning activities related to teacher creativity in designing digital technology-based Al-Qur'an Hadith learning models.

This research is included in qualitative research with a case study type. Researchers intend to reveal this phenomenon by describing the data and facts

thoroughly (Fiantika et al., 2022:4). Researchers examine this phenomenon regarding teacher creativity in designing digital technology-based learning models.

Data was collected through semi-structured interviews and non-participant observation. Semi-structured interviews are intended to explore data in depth and flexibly, without being too tied to prepared instruments. Meanwhile, non-participant observation is maximized in order to provide free space for Al-Qur'an Hadith teachers to carry out learning according to their creativity, especially by involving the integration of digital technology..

The location of this research is Madrasah Tsanawiyah Negeri (MTsN) 2 Kediri which is located on Jl. Sunan Ampel No. 12 Ngronggo, Kediri, East Java. The main resource person in this research is a Al-Qur'an Hadith teacher who has the mandate of teaching class IX students. The data obtained is included in primary data, while the data obtained through observation and documentation is included in secondary data as supporting data (Mamik, 2014).

3. Result and Discussion

3.1. Teacher Creativity in Designing Al-Qur'an Hadith Learning Models

Creativity broadly concerns the use of various existing opportunities or potential, both intuition and imagination, knowledge that produces new, more useful ideas. A teacher's creativity is related to the teacher's preparation in preparing learning plans, starting from the way the material is presented, the use of learning models and methods as well as collaboration with the use of digital technology.

Each teacher has the task of carrying out the learning process using various learning models and media. Various efforts have been made to maximize the learning process, as one of the Al-Qur'an Hadith subject teachers at MTsN 2 Kediri collaborated on a learning model with the use of digital technology. The following is an illustration of teacher creativity in designing Al-Qur'an Hadith learning at MTsN 2 Kediri:

3.1.1. Presentation of material

In presenting material, it is very suitable to use the lecture method as an introduction. The teacher will present the material as an introduction contained in the book. To motivate students, teachers need to provide trigger

questions. With these trigger questions, students will be provoked to provide feedback.

3.1.2. Combination of Learning Models

Next, students carry out discussion activities using the jigsaw learning model. Students will be divided into several groups to discuss the material presented by the teacher. Then, each student will be divided into smaller groups, and so on. After each student received discussion notes, the students were given the task of presenting in front of their friends in turns. Students who listen to explanations from their friends are given time to provide responses in the form of questions or rebuttals as an expression of disagreement.

After carrying out discussion activities, the teacher uses the Project Based Learning (PjBL) learning model in the form of posters with manual drawing in groups. The PjBL method is an assignment for students in the form of a project (Narsa et al., 2022:14).

In the researcher's observations, the teacher succeeded in designing a learning model by combining the Jigsaw and PjBL learning models to train students to work together. At the end of the lesson, the teacher provides additional material through Canva-based presentation slides using a projector and displays video material from YouTube as additional concrete material via Smart TV (Observation, Learning Al-Qur'an Hadith in Class IX MTsN 2 Kediri, 8 October 2024).

Every assignment given by the teacher must be able to attract students' interest. The assignments given may vary according to class conditions at that time. Assignments are not always individual, teachers can give group assignments to train students to work together (Pentury, 2017: 270).

To meet the predetermined learning goals and outcomes, a learning model is needed which is a systematic step in the learning process. The learning model used in each lesson is certainly different according to needs. By using a variety of learning models, learning activities will be more interesting, focused, help convey information, be fun, and will avoid student feel bored (Fitriyani et al., 2021: 103).

When combining several models, there are several conditions that creative teachers must pay attention to, including; (1) the learning model used must be able to arouse students' motivation, interest or passion for learning,

(2) can guarantee the development of students' personality activities, (3) can provide opportunities for students to realize the results of their work, (4) can stimulate students' desire to learn further, and (5) can carry out the learning process using their own learning techniques and ways of acquiring knowledge through personal effort (Fitriyani et al., 2021: 104).

3.1.3. Using of Digital Technology

After the discussion and presentation activities are completed, the teacher will provide conclusions from the material that has been discussed. The teacher adds material that has not been discussed by the students. This additional material is presented in the form of presentation slides designed using Canva. The main orientation is to provide concrete examples. The teacher also presents videos so that material that is still abstract can be explained clearly. In presenting the video, the teacher uses material from YouTube.

Digital technology can be used to develop learning, including learning strategies, learning instruments, learning materials, learning methods and learning media (Zabidi, 2019: 136). Digital technology devices consist of laptops, projectors, smart TVs, smartphones and computers. Meanwhile, digital technology features in the form of applications consist of Microsoft Word, Microsoft Excel, Power Point, Canva, Google Classroom, Quizziz, Google Form and others. (Azizah & Widiyati, 2023: 190).

3.2. Application of Instructional Design in Al-Qur'an Hadith Subjects

This research focuses on the blended learning model where this learning model has efforts to integrate the use of technology such as WhatsApp, Instagram, Youtube, Facebook, Canva and the internet combined in conventional learning. The blended learning model offers easy learning model design by combining learning models and methods (Aniqoh et al., 2021).

The creativity of the Al-Qur'an Hadith subject teacher at MTsN 2 Kediri in designing this learning model is very interesting. Even though there were a few obstacles in operating digital technology, this did not dampen his enthusiasm for creating varied learning models to create a fun learning atmosphere.

The following are the steps taken by Al-Qur'an Hadith subject teachers in designing digital technology-based learning models:

First, create a Learning Implementation Plan (RPP). What must be prepared before teaching is to prepare a learning implementation plan (RPP), because the RPP is a reference for teachers regarding what learning models, strategies and methods will be used. To determine these things, teachers must know and understand the nature of learning models, strategies and methods (Aniqoh et al., 2021). In this case, the ability of the Al-Qur'an Hadith subject teacher at MTsN 2 Kediri is very good as evidenced by the learning implementation plan (RPP) that he has prepared and the learning process that has been observed starting from the models, methods and strategies used that are in accordance with existing theory. Furthermore, the teacher's ability to understand learning material is very good in accordance with the core competencies (KI) and basic competencies (KD) that have been determined by the government according to the educational curriculum.

Second, determine the relevant learning model. Teachers need time to imagine to determine appropriate models, strategies and methods so that learning goes according to plan and is enjoyable. The different characteristics and learning styles of students make it impossible to use only one type of learning model and strategy (Fitriyani et al., 2021b). Therefore, teachers must be able to adapt to the diverse conditions of students so that learning objectives can be achieved. The diverse conditions of these students received full attention from the teacher who taught Al-Qur'an Hadith. In this case, the teacher chose to combine the Jigsaw and Project Based Learning methods.

Third, teachers have strong confidence in expressing ideas into learning implementation plans. These ideas will later be applied during the learning process. The ideas that will be determined must take into account various aspects, starting from the characteristics of students, teacher comfort and the suitability of learning media. Fourth, carry out learning activities that are in accordance with the ideas outlined in the learning implementation plan.

The form of teacher creativity in using digital media for more creative learning is basically an individual's mental process in generating an idea that is imaginative and useful for solving a problem. Creativity is also characterized by an individual's ability to create new ideas that have benefits (Marlinawati et al., 2024). Just imagination or thinking power without any form to realize, create, move, cannot be interpreted as creativity because creativity requires evidence, whether in the form of action, in the form of a product, and characteristics of an individual's behavior.

The following is an explanation of the creativity of teachers in the Al-Qur'an Hadith subject at MTsN 2 Kediri in using digital technology for learning on the material "Achieving Blessings Honestly in Muamalah" (QS. Al-Muthaffin ayat 1-17)".

The teacher displays video footage regarding the meaning and phenomena related to the material as an introduction to the learning material which is also explained using the lecture method (Rahayu et al., 2024). After receiving a brief introduction to the material, students are asked to discuss the material that has been presented using a jigsaw model. "We use the jigsaw model because there is a lot of material, we also use the think pair and share model when discussing questions that require collaboration" (Interview, Siti Nur Aini, Teacher of the Al-Qur'an Hadith subject MTsN 2 Kediri, 7 October 2024). The use of this learning model is due to the large amount of material that must be covered at the meeting, so that each student has the task of discussing different material (Mashudi, 2018).

At this discussion stage, all students were very enthusiastic about studying the material that had been presented. Through this jigsaw model, students learn to present material like a teacher in front of their friends (Siska et al., 2022). The teacher will provide individual assessments to students. If it is found that there are students who do not contribute to discussion activities, the teacher will provide appropriate sanctions and warnings.

Al-Qur'an Hadith subject teachers also apply the Project Based Learning (PjBL) learning model to produce products. The product is a poster made manually. The reason for this is to train students' creative hands to balance their abilities in operating digital technology with manual technology. Through this PjBL learning model, students can increase creativity, motivation and enthusiasm for learning (Masruri & Misbah, 2023). The teacher gave the task to make a poster containing the contents of Surah al-Muthaffin. These posters are assigned individually to students, how to make them by drawing manually in a notebook or drawing book. This is reinforced by the poster work made by class IX students which is kept and displayed on the wall in the teacher's room (Observation on the learning process of the Al-Qur'an Hadith subject in Class IX MTsN 2 Kediri, 9 October 2024).

Apart from posters, teachers also test students' memorization skills in Surah al-Muthaffin. The teacher assesses the memorization in terms of the Makhoriul Huruf and whether or not they are fluent in memorizing the memorization and memorizing the meaning of the memorized verses of the

Qur'an. This memorization assignment works together with the extracurricular reading and writing of the Qur'an (BTQ).

To determine the development of students' abilities from a cognitive perspective, the teacher provides an evaluation sheet in the form of quiz questions. Teachers use the Google Form and Quizziz features as media in working on evaluation questions. The evaluation results show that the students' cognitive abilities are very good. "For example, if we take class A, there is only one child who is remedial because most of their grades are above the KKM. There are also some who are almost remedial, there is another class where only three children are remedial. "It all depends on the child's readiness when studying" (Interview, Siti Nur Aini, Teacher of Al-Qur'an Hadith subjects MTsN 2 Kediri, 11 October 2024).

During the learning activities carried out by the teacher, the students participated enthusiastically. Students are very happy with the teacher's way of teaching and presenting material. The appreciation given by the teacher also increases the enthusiasm of students to study diligently. Students really like learning new things with varied and fun learning models (Observation, Learning Al-Qur'an Hadith in Class IX MTsN 2 Kediri, 10 October 2024).

Basically, there are five characteristics of teacher creativity, namely 1) Having great curiosity. 2) Be serious and don't get bored easily. 3) Have a confident and independent attitude. 4) Feeling challenged by diversity and complexity. 5) Dare to take all risks and think divergently (Aniqoh et al., 2021).

This can be seen from teachers' efforts to continue to dig up information on the use of digital technology and appropriate learning models. Teachers also strive to create a pleasant learning atmosphere for students. In teaching, teachers are very confident in their ability to design learning modes and are independent and do not depend on other teachers. As time goes by, teachers feel challenged and will continue to learn without being eroded by the current of changing times. Lastly, teachers as educators have a big responsibility towards students to become professional teachers.

4. Conclusion

The creativity of the Al-Qur'an Hadith subject teachers at MTsN 2 Kediri is very good. This is proven by the teacher's ability to adapt to change. Advances in digital technology do not hinder teacher creativity in teaching. The teacher continues to learn how to utilize digital technology in the world of education, because he is aware of the purpose of the presence of digital

technology as an effort to help achieve the goals of implementing education. Al-Qur'an Hadith material is easy for students to understand by utilizing appropriate learning models that are integrated with digital technology.

The teacher's steps in designing a learning model are by preparing a learning implementation plan (RPP). Second, determine strategies, models and learning methods that are appropriate to the material to be taught. Third, express ideas for preparation before carrying out learning which includes aspects of teacher comfort, student learning styles and learning media. Lastly, namely carrying out learning by paying attention to the RPP as a learning guide so that learning objectives can be achieved.

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