

The Effect of the Flipped Classroom Model on Students' Al-Quran Reading Ability in Islamic Religious Education at "Excellent Children's Elementary School"



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ABSTRACT: This study aims to examine the effect of the Flipped Classroom Model on students' Al-Quran reading ability in Islamic Religious Education in elementary schools. The Flipped Classroom model is a learning method that allows students to study independently at home through learning videos before coming to class to discuss and deepen their understanding with direct support from the teacher. This study used a quasi-experimental research design with a population of students in classes 6A and 6B totaling 36 students at "Excellent Children's Elementary School". Data collection was carried out through an Al-Quran reading test, and the results of statistical analysis using the t-test. The results showed that students in the experimental group who used Flipped Classroom had significantly higher Al-Quran reading abilities compared to the control group who used conventional learning. This research contributes to the understanding of the effectiveness of the flipped classroom model in learning the Quran in elementary schools. The suggested future research involves exploring the effect of the Flipped Classroom on a larger and more diverse sample of students from various elementary schools to enhance generalizability. Additionally, besides focusing on Al-Quran reading ability, the research can investigate the effects of the Flipped Classroom on students' cognitive (comprehension of Al-Quran content) and affective (emotions and motivation in learning) aspects.

KEYWORDS: flipped classroom, Islamic religious education, Al-Quran reading ability, elementary school

INTRODUCTION

Learning Islamic Religious Education in elementary schools plays a very important role in shaping students' religious understanding and practice. One aspect that is the main focus of learning Islamic Religious Education is the ability to read Al-Quran. Al-Quran learning should be the main material taught from the start to children because it contains guidelines and instructions for human life. Al-Quran also serves as a source of Islamic teachings and as a basis for thinking, behaving, and doing good deeds as a caliph in this world.

To be able to understand the role of Al-Quran, every muslim individual who believes must try to learn, recognize, and read Al-Quran fluently and precisely by the rules of reading (tajwid) and makharijul letters, and learn both the explicit and implied contents in it. In addition, it is also important to absorb and appreciate the contents of Al-Quran and practice them in everyday life (Efendi & Melayu, 2018). The best and most effective time to learn to read Al-Quran is during childhood or elementary school. The more often student read Al-Quran, the smoother and more profound it will be. Because, at that age, children usually very easy to remember and record the knowledge they receive (Hirah, 2019).

Al-Quran learning in elementary schools is the beginning of learning to read and recognize the letters of the Al-Quran. Ideally, starting from elementary school, students can recognize and read hijaiyah. However, learning in schools is very limited, with meetings only once a week, and there are other aspects such as faith, creed, morals, and Islamic cultural history in Islamic religious education subjects, so that it is still found that there are students who cannot read the Al-Quran (Hidayati, 2021). Al-Quran learning in elementary schools has so far been included in the subject of Islamic Religious Education in the field of Qurdis (Al-Quran and al-Hadist), which means joining other materials such as morals, Fiqh, and the history of Islamic culture. So that it is less effective and not maximized in learning Al-Quran because the time allotted for Islamic Religious Education subjects is only 2 hours of lessons a week. As a result, many elementary school students cannot read Al-Quran properly and correctly when they leave school, provided that these students do not recite Al-Quran in the Al-Quran educational park where they live in the afternoon or evening (Nurhasan et al., 2023).

This phenomenon is not just an assumption but is supported by the results of researchers' observations and the results of interviews with some parents of students of "Excellent Children's Elementary School" regarding the practice of reciting Al-Quran for children of productive age in elementary schools, showing that the results of learning to read Al-Quran are quite concerning. Rarely do elementary school-age children have Al-Quran reading activities at home. There are four findings of this fact: first, in "Excellent

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Children's Elementary School," which is a public school, there are no additional hours of Al-Quran reading lessons outside of school hours; second, because school hours at elementary school are very limited and prioritize general lessons, for example, Indonesian, Mathematics, Natural Sciences, Social Sciences, Pancasila, and Citizenship Education. Lessons of a religious nature or Islamic Religious Education are not highly prioritized; third, because "Excellent Children's Elementary School" implements a "full day school" system, namely starting at 07.30 and leaving at 15.00 western Indonesian time, students experience fatigue, which results in them not being able to carry out Al-Quran reading activities outside of school hours. school; fourthly, there is a lack of encouragement from parents for their children to read the Al-Quran outside of school hours; this finding is certainly quite concerning.

To overcome these problems and achieve learning objectives that include understanding Al-Quran and the ability to read Al-Quran, an effective learning approach is needed. One solution is to use a flipped classroom learning approach. The choice of the flipped classroom model is in line with the demands of 21st-century competencies, which direct the educational process to support active student learning, so ideally, the flipped classroom is designed in a structured manner by combining teaching practices with constructivist learning (Destriani & Warsah, 2022). Flipped Classroom is a learning activity that is usually completed in class is now completed at home, and learning activities that are usually done at home can now be completed in class. Students read the material and watch learning videos before they come to class, and they start discussions, exchange knowledge, and solve problems with the help of other students and the teacher. One of the advantages of this model is that it addresses the challenges facing today's students. In addition, it is a good technique to use when the teacher cannot attend class (Bergmann & Sams, 2012). The flipped classroom gives students in-class support to get work done. Flipped classrooms provide more time for hands-on activities and content inquiry and analysis (Schmidt & Ralph, 2016). Flipped classroom causes students to take more responsibility for their learning. Students also have access to content at home so that if they are absent due to illness, they can easily catch up and not miss important subjects.

The implementation of flipped classrooms in learning Islamic Religious Education, especially in reading Al-Quran, can be an attractive alternative. By using this model, students can have more time to study and practice reading Al-Quran at home, while time in class can be used to improve and hone their abilities through direct interaction with teachers and classmates. Implementing flipped classrooms consistently can be a solution to this situation. Students will be more active learners when they can access their learning materials independently and optimize collaborative activities and class practice. So, students will continue to learn even without a teacher because the teacher is not the only source of learning (Hidayah & Mustadi, 2021). In terms of motivation, most students agree that the flipped classroom model applied to learning Arabic-speaking skills can encourage them to be more motivated in independent learning (Linur & Mubarak, 2022).

Although several studies have examined the effect of the flipped classroom in general learning contexts, there are still very few studies that have specifically explored the effect of the flipped classroom model on elementary school students' Al-Quran reading skills. Therefore, this study aims to fill this knowledge gap by exploring and investigating the effect of the Flipped Classroom Model on students' Al-Quran reading ability in Islamic Religious Education at "Excellent Children's Elementary School."

METHOD

This study uses a quasi-experimental design. Educational research frequently employs quasi-experimental designs to evaluate the efficacy of interventions or educational programs (Gopalan et al., 2020). The population studied consisted of 2 classes in "Excellent Children's Elementary School," class 6A and class 6B, totaling 36 students. Furthermore, this population was divided into two groups, namely the experimental group with 18 students and the control group with 18 students. This grouping will be done randomly to minimize bias in the study.

The experimental group will receive intervention using the Flipped Classroom learning model by utilizing Zoom and WhatsApp media. Meanwhile, the control group will be given intervention in the form of a Conventional learning model. Data regarding the student's ability to read the Quran will be collected through a sheet of test questions specially prepared for the subject of Islamic Religious Education. This test will measure students' ability to read Al-Quran objectively. The validity and reliability of the test question sheets will be ensured to increase confidence in the research results.

The collected data will be analyzed statistically using the t-test to compare the learning outcomes between the experimental group and the control group. This analysis aims to prove or reject the proposed hypothesis regarding the effect of the Flipped Classroom Model on students' Al-Quran reading ability.

RESULTS AND DISCUSSION

RESULTS

Table 1 shows a mean difference of 12.66 (83.22-70.56), the average value of the experimental group is higher than the average value of the control group.

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Table 1. Group Statistics

	Reading Al-Quran experiment	control
N	18	18
Mean	83.22	70.56
Std. Deviation	9.932	10.556
Std. Error Mean	2.341	2.488

Table 2. Independent Samples Test

		Reading Al-Qur'an Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.214	
	Sig.	.647	
t-test for Equality of Means	t	3.708	3.708
	df	34	33.875
	Sig. (2-tailed)	.001	.001
	Mean Difference	12.667	12.667
	Std. Error Difference	3.416	3.416
	95% Confidence Interval of the Difference	5.724 Lower 19.610 Upper	5.723 19.611

On the results of the Independent Sample Test (check table 2), the sig. (2-tailed) of 0.001 is smaller than 0.05, so there is a difference between the average test scores of the experimental group and the average test scores of the control group. This shows that the application of the Flipped Classroom model has a positive effect on improving students' Al-Quran reading abilities in Islamic Religious Education. Students who take learning with the Flipped Classroom approach have better learning outcomes in reading the Quran objectively compared to students who take conventional learning.

DISCUSSION

The results showed that there was a significant difference between the students' Al-Quran reading ability in the experimental group using the Flipped Classroom learning model and the control group using the conventional learning model. This shows that the application of the Flipped Classroom model has a positive effect on improving students' Al-Quran reading abilities in Islamic Religious Education. Students who take learning with the Flipped Classroom approach have better learning outcomes in reading the Quran objectively compared to students who take conventional learning.

In Flipped Classroom learning, students have more opportunities to learn and practise reading the Quran at home through learning videos before coming to class. That way, more time in class can be used for discussions, collaborating with classmates, and getting direct support from the teacher in understanding the deeper content of the Quran.

Supported by previous research findings, the flipped classroom model breaks down the physical boundaries between students and teachers. Another result of this study is that students are satisfied with the learning process carried out using the flipped classroom. It was found that flipped classroom was easy to implement, encouraged independent learning, and increased grammar knowledge. It can be argued that the flipped classroom learning model is an alternative mode that combines education with technological advances (Mandasari & Wahyudin, 2021).

The possible reason for the increased reading ability of the Al-Quran in the experimental group was because students had access to learning materials at home before the lessons took place in class, so they already had a basic understanding before in-depth discussions in class. In addition, the active learning approach applied in Flipped Classroom can also increase students' motivation to learn independently and actively participate in the learning process. Previous research has also found that the implementation of the flipped classroom has a positive impact on student learning participation (Putri & Nurkhamidah, 2023).

In overcoming the problem of lack of time for learning Al-Quran in elementary schools, Flipped Classroom can be an attractive alternative. Through this approach, students' Al-Quran reading ability can be improved by providing more learning opportunities outside class hours so that time in class can be used optimally to understand and deepen students' understanding.

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However, keep in mind that the results of this study only cover the population of students in certain schools. Therefore, the results may not be universally applicable to the entire population of primary school students elsewhere. In addition, further research is needed with a larger and more diverse sample to confirm the results of this study. Implementation of the flipped classroom model needs to be supported by careful planning and management as well as support from teachers, parents and other related parties.

CONCLUSION

From this study, it can be concluded that the Flipped Classroom learning model has a positive effect on improving students' Al-Quran reading ability in Islamic Religious Education in elementary schools. Students who learn using the Flipped Classroom approach show a significant increase in their ability to read the Quran compared to students who learn conventionally. The flipped classroom model allows students to have more independent study time at home before coming to class, which then allows direct interaction with teachers and classmates for deeper understanding. Suggestions for future research, namely exploring the effect of Flipped Classroom on more students from various elementary schools with a larger and more representative sample, will provide stronger generalisations to the population of elementary school students as a whole. In addition to focusing on Al-Quran reading ability, future research can also explore the effect of the flipped classroom on students' cognitive (comprehension of Al-Quran content) and affective (feeling and motivation in learning) aspects.

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