

Transformation of Learning Al-Qur'an Hadith with Big Book Media at Madrasah Ibtidaiyah Thoriquun Najah

Ujang Endang^{1*}, Daryaman²

^{1,2} Universitas Islam Darussalam (UID) Ciamis West Java


Email Correspondence : endangsyah@gmail.com *

Abstract: In the context of learning activities at Madrasah Ibtidaiyah Thoriquun Najah, several problems have been faced, such as low student learning outcomes, shortcomings in teacher administration, and limited learning media. This research aims to explore how to improve the quality of learning in the era of globalization. The method used is Classroom Action Research (PTK) with data collection techniques through observation, tests, and qualitative data analysis. The results showed an improvement in the preparation of the Learning Implementation Plan (RPP), teacher performance, and student learning outcomes with the use of "Big Book Learning Media". The conclusion of this study is the importance of improving teacher competence, better administration, and effective use of learning media. Teachers need to understand curriculum standards, utilize technology, and involve parents in the learning process. Collaboration between related parties is key in improving learning effectiveness and student achievement in the era of globalization.

Keyword : Big Book Media; Learning Outcomes, Students; Teacher Performance; Hadith Qur'an Subject.

Article info: Submitted : 18 January 2024 | Accepted : 19 March 2024 | Published : 25 March 2024

Copyright © 2024, Author.

This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) 

How to Cite : Daryaman, & Endang, U. (2024). Transformation of Learning Al-Qur'an Hadith with Big Book Media at Madrasah Ibtidaiyah Thoriquun Najah. *Journal of Asian Primary Education (JoAPE)*, 1(1), 88-104. <https://doi.org/10.59966/joape.v1i1.824>

Introduction

Human life has now entered the era of globalization, globalization has become so phenomenal, especially because of the support of information and communication technology that is so powerful. For most people, globalization is not something that can be avoided or rejected. Avoiding or rejecting globalization is naive, ahistorical, and anti-reality. Almost no aspect of life can escape the flow of globalization, one of which is education (Manshur & Husni, 2020).

In the era of globalization, which is characterized by quality competition, all parties in various fields and sectors of development must always improve their competence. This places the importance of efforts to improve the quality of education both quantitatively and qualitatively which must be carried out continuously, so that education can be used as a vehicle in building the character of the nation (Syukri et al., 2019).

Education is very important because education will be a problem in human life and life throughout their lives, both as individuals, social groups, and as a society (Daryaman

et al., 2023). The essence of education is the learning process (Hidayat et al., 2016). Through education a country can create a smart and advanced generation. This requires educators to provide learning that is interesting, fun and more challenging so that it will increase learning motivation and ultimately student learning outcomes will increase (Kiswari et al., 2022).

Learning is a system that consists of various components that are interconnected with one another. These components include: goals, materials, methods, strategies and approaches that will be used in learning activities. Learning is essentially a process of interaction between teachers and students, both direct interaction, such as face-to-face activities, and indirectly, such as by using various learning media (Sodik et al., 2019).

One of the learning activities is carried out in learning al-Qur'an Hadith. The problems that occur at the research location in the lesson of al-Qur'an Hadith which is carried out in class II of Madrasah Ibtidaiyah Thoriqun Najah, Margajaya Village, Sukadana District, Ciamis Regency include:

First, student learning outcomes are low. The term "learning outcomes" describes students' academic achievement, including test scores, understanding of subject matter and application of newly acquired information. Specifically, "low" indicates that, in general, Grade II students in the madrasah did not meet the set criteria or expected level of achievement. Low student learning outcomes can be caused by a variety of issues, such as ineffective teaching strategies, lack of resources, limited access to quality teaching materials, or even non-academic factors such as the state of the learning environment or student motivation. Developing remediation solutions to improve student learning outcomes can be aided by a deeper understanding of these elements.

Improving student learning outcomes is a key goal in an educational setting. Therefore, it is imperative that teachers, parents and the local community collaborate to find the root causes of low student learning outcomes and implement the necessary corrective actions. This may require implementing creative teaching practices, providing more resources to teachers, preparing teachers to implement these strategies, or enlisting the help of parents to assist with learning at home. It is intended that by working together, student learning outcomes can be improved so that they can reach their full academic potential.

Second, incomplete teacher administration. Assessment in the world of education includes assessment of teachers, one of which is teacher administration, students, facilities and infrastructure, as well as various matters relating to the curriculum, teaching and learning process, and so on (Hakim & Herlina, 2018).

The above information suggests that there are shortcomings or deficiencies in the administrative tasks completed by teachers. This may involve a number of things, such as failing to fill out important paperwork completely, adhering to established administrative protocols, or not keeping and organizing administrative file correspondence in an orderly fashion. Since the teacher's administration is lacking, it is possible that he/she struggles to maintain the necessary paperwork for his/her administrative responsibilities. This

may indicate that the educator fails to properly create or maintain lesson plans, student assessments or progress reports, and other necessary documents.

Incomplete administrative files can also be a sign that educators are not following the policies and procedures set by the school or other educational setting in which they work. This could include inconsistent report writing to relevant parties, non-compliance with established attendance or leave policies, or late reporting of student data.

Irregularity in the filing and organization of administrative documents is one aspect of inadequate teacher administration. This may involve disorganization in one's habits or methods of filing and storing important documents, which may make it difficult to retrieve and use information at a later date.

Teachers' ability to perform their duties effectively and efficiently may be hampered by incomplete administration. Inadequate administrative practices can hamper decision-making processes, disrupt education stakeholder communication and possibly lead to legal issues if relevant regulations are violated. To support teachers' overall effectiveness, focus and efforts should be directed at improving the quality of teacher administration.

Third, the existence of incomplete learning media. This media is one aspect that is very helpful for teaching and learning activities. With today's learning system does not mean without obstacles at all. Sometimes there are many teachers who difficulties in using media technology (Selamet et al., 2021). The existence of learning media in Class II of Madrasah Ibtidaiyah Thoriqun Najah, Margajaya Village, Sukadana Subdistrict, Ciamis Regency, is incomplete. Teachers are forced to use makeshift media, even makeshift media are also not very optimal, because teachers are less adept at using existing media.

The presence of incomplete learning media indicates that the school may have a lack of equipment or teaching materials that affect the way students learn. This may indicate a lack of tools needed to effectively communicate learning content, such as computers, projectors or teaching aids. Inadequate educational materials can hinder the teaching and learning process in the classroom. Lack of access or adequate supply of teaching resources can make it difficult for teachers to convey complex ideas to students or make learning less engaging and participatory.

The effectiveness of learning and students' academic achievement are also affected by the lack of learning resources. Students may not be motivated to learn or able to adequately understand topics without the help of adequate learning media. In the long run, this can adversely affect their learning goals. The provision of appropriate teaching facilities and resources is a necessity for schools and local governments to address this issue. This can be achieved by allocating special funds for the purchase of teaching tools and materials, in addition to providing teacher training on the utilization of accessible educational media. This is intended to significantly improve the quality of learning and student achievement.

One way to optimize the learning process and increase student motivation in learning, namely by providing interesting learning media so as to increase student interest in learning (Dayu & Anggrasari, 2017). One of the learning media that can improve reading comprehension is Big Book media. Big Book media is a reading book that

has a large size, writing, and pictures. (Dayu & Anggrasari, 2017). Big Book media can help teachers to provide subject matter to students easily and make the classroom atmosphere more fun. Large prints with colorful words, sentences or pictures can make it easier for teachers to convey the material to students. Students can see the enlarged big book format when read by the teacher or on their own and appointed (Indrasari et al., 2018).

The purpose of this study is to explore and understand ways to improve the quality of learning in the context of education in the era of globalization. The research aims to highlight various aspects that can strengthen teacher performance, improve student learning outcomes and improve education administration. By focusing on the application of effective learning methods and strategies, this research aims to contribute to improving the overall quality of education.

Another general objective is to evaluate the impact of using "Big Book Learning Media" in learning al-Qur'an and Hadith on students' learning outcomes. This research aims to provide a deeper understanding of the effectiveness of using technology in supporting the religious learning process, as well as how it can improve students' academic achievement.

In addition, this research also aims to identify key steps that teachers and other stakeholders can take to improve the quality of learning and respond to the demands of globalization in education. By highlighting the importance of data analysis, reflection, professional development, collaboration and parental involvement in the learning process, this study aims to provide practical guidance for education practitioners in improving the quality of learning and achieving optimal learning outcomes for students.

Methodology

This class action research will be carried out at Madrasah Ibtidaiyah Thoriqun Najah which is located in Jayasari Hamlet RT. 02, RW. 11, Margajaya Village, Sukadana District, Ciamis Regency 46272. This research is included in qualitative research, and the method used is Classroom Action Research (PTK) which is carried out in the lesson al-Qur'an Hadith and carried out in two cycles. The subjects of this study were 19 people, consisting of 10 boys and 9 girls. Data collection techniques with observation, tests, and data analysis using qualitative data analysis.

Result and Discussion

This class action research was carried out in 2 cycles, one cycle was held twice a meeting. This research has been carried out in class II MIS Thoriqun Najah Sukadana District, Ciamis Regency. While conducting classroom action research, the researcher conducted preliminary discussions and observations with the homeroom teacher of class II MIS Thoriqun Najah Sukadana District, Ciamis Regency to request the value of student learning outcomes especially in the subject of al- Qur'an Hadith. The average value of pre-action student learning outcomes is 67.33. Based on this value, the researcher intends to

conduct classroom action research using "Big Book Learning Media" to improve student learning outcomes.

Based on the results of classroom action research that has been carried out using "Big Book Learning Media" to improve learning outcomes in class II MIS Thoriqun Najah Sukadana District, Ciamis Regency in cycle I and II learning, the following results can be known:

1. The preparation of the Learning Implementation Plan (RPP) has improved, based on the assessment carried out by the observer in the preparation of lesson plans from cycle to cycle has increased. This can be seen from the observation results of cycle I at the first meeting with an average score of 90.2 and the second meeting with an average score of 91.1. Cycle II at the third meeting with an average score of 93.9 and the fourth meeting with an average score of 97.05.

Observers assessed the improvements made when the lesson plan was being developed. From the description, it can be seen that the lesson plans were assessed through several cycles, with improvements indicated by the difference in average scores in each cycle. The average score in cycle I increased from 90.2 to 91.1 from the main conference to the next meeting. This indicates that the lesson plan creator made adjustments or refinements in response to feedback from the main cycle evaluation. The second cycle saw a more marked improvement. The average score increased from meeting to meeting; it was 93.9 in the third meeting and 97.05 in the fourth meeting. This indicates that the lesson plans were of good quality

As can be seen from the growth in average scores from cycle to cycle, this figure clearly shows how the process of analyzing and creating lesson plans can improve the degree of learning. This demonstrates a commitment to improving teaching and learning standards through continuous evaluation and adjustment. Teaching professionals can take a number of actions to improve the quality of their lesson plans, such as:

First, understanding the curriculum standards. The curriculum standards applicable at the national, regional or school level should be thoroughly understood by teachers. They may more effectively incorporate the desired competencies into lesson plans with this information. It is important for teachers to understand the curriculum requirements at national, regional and school levels. Curriculum standards consist of requirements and learning objectives that students must meet within a specific timeframe. Teachers can more successfully guide learning according to the needs of their students and the prescribed curriculum objectives by having a thorough understanding of the curricular standards. This helps educators in creating an acceptable curriculum and in modifying their teaching strategies and content to match the standards.

A thorough understanding of the curricular standards also enables teachers to modify their teaching to meet the requirements and circumstances of each student in a particular learning environment. Teachers can modify their teaching strategies to more effectively meet the needs and skills of their students by being aware of the competencies required by the curricular standards. This allows for learning that is more efficient, effective and relevant to learners' growth and development. A thorough understanding of

the curricular standards also helps teachers in assessing the learning that has been completed. Teachers can assess their success and determine areas of development by comparing the abilities specified in the curricular standards with their students' learning outcomes. This improves overall student success and the quality of learning in the classroom.

Third, identifying student needs. To create effective lesson plans, teachers must first determine the needs of their students (Sholeh, 2024). Only then can they create learning that is tailored to each student's unique qualities, interests and learning styles. Teachers can modify lesson plans, learning tactics and assessment techniques to make them interesting and relevant to students by knowing their needs thoroughly. As a result, students will be encouraged to actively participate in the teaching and learning process, helping to create an inclusive learning environment.

Moreover, as each group of students may have different needs, meeting those needs becomes much more important in the context of class II of MIS Thoriqun Najah in Sukadana sub-district, Ciamis district. Certain children, for example, require a more visual learning environment, while other children may respond better to kinesthetic or project-based learning. Therefore, by determining the needs of each student, educators can design an inclusive and varied curriculum, thus ensuring that each student has equal opportunities to learn and develop to their full potential.

Ultimately, determining students' needs is crucial when creating lesson plans as this affects not only their academic performance but also their social and personal growth. Teachers can improve their social, emotional and other life skills that they will need in their daily lives by focusing on their needs holistically. Besides helping children succeed academically, this will also help them grow into people who are independent, flexible and can make valuable contributions to society. Determining students' needs is therefore an important first step in creating learning plans that are relevant to society and focus on student-centered learning.

Fourth, integrating technology. Increasing student engagement, expanding access to learning resources, and improving the effectiveness and efficiency of the learning process are just some of the advantages of integrating technology into the classroom. With the use of technology, teachers can create more dynamic and creative lesson plans by combining various online resources, software, and applications with other digital learning tools to provide students with an engaging and dynamic learning environment.

In addition, the utilization of more modern and varied learning tools is made possible by the use of technology in lesson planning. To aid their teaching, educators have access to a variety of digital materials, including simulations, movies and other interactive learning tools. Given today's technological advancements and student demands, this contributes to the creation of a more comprehensive learning experience. Technology also makes it easier for instructors and students to collaborate, enabling real-time knowledge exchange

and feedback. This reinforces a learning process that is flexible and sensitive to the needs of individual students.

Finally, the use of technology in lesson planning helps students prepare for the challenges of living in a technology-driven environment. Through students' adaptation of using technology as an instructional tool, digital literacy and

technology skills-both of which are essential for future success-can be developed. Moreover, it also helps close the gap in students' technology proficiency and access, ensuring that every student has an equal opportunity to succeed both academically and professionally. Therefore, incorporating technology into lesson plans serves two purposes: firstly, improving the quality of instruction provided today, and secondly, equipping students with the skills and strategies they will need to learn effectively in the digital age.

Fifth, develop clear learning objectives. Teachers can create learning activities that are appropriate and relevant to the desired outcomes by using clear learning objectives as guidelines. Teachers are better equipped to create appropriate learning techniques and conduct efficient evaluations when they have clear and measurable objectives that help them understand what students want to achieve by the end of their education.

Clearly defining learning objectives also increases student motivation and concentration. Students are more likely to actively participate in the learning process and are more driven to achieve learning objectives when they realize what is expected of them. Appropriate and relevant learning objectives also assist students in realizing the importance of the content they are learning in relation to their own lives, thus increasing their motivation and passion for learning.

Evaluating learning success becomes easier with clear learning objectives. Teachers are better equipped to make objective assessments of student success and the teaching strategies they employ when they have clear and measurable objectives. These evaluation findings can serve as the foundation for future refinement and improvement of lesson plans, thus enabling sustainable learning. Therefore, determining appropriate learning objectives is essential to create an efficient learning environment and guarantee that every student receives the best learning outcomes.

Sixth, developing relevant teaching materials. Teaching materials that match students' needs, interests and level of understanding and are relevant to the local context and curriculum are referred to as relevant teaching resources. Teachers can increase learning effectiveness and improve student learning outcomes by creating teaching materials that are relevant to the content being taught and have real-world applications and are important to students.

In addition, by creating interesting and varied content, teachers can enhance students' learning experience through the creation of relevant teaching materials. This can be achieved by using a variety of educational tools, such as multimedia, internet resources, textbooks and hands-on activities tailored to students' needs. Students will be

able to participate more actively in their education and acquire a variety of skills-from academic to real-world applications-that will benefit them in their daily lives.

Finally, the creation of relevant teaching resources contributes to the establishment of a welcoming and student-centered learning environment. Teachers can create learning resources that are accessible to all students, including students with diverse learning styles or levels of understanding, taking into account the unique needs and qualities of each student. This will ensure that every student has an equal opportunity to grow and learn according to their abilities. Therefore, creating relevant teaching materials is more than just about disseminating knowledge; it is also about creating a productive and inclusive learning environment for every learner.

Seventh, organizing learning activities. Planning the order, length and types of activities to be carried out during the learning process is called activity organization. Teachers can build a continuous and structured learning flow by skillfully organizing learning activities, ensuring that each activity contributes to the learning objectives that have been set.

Teachers can also utilize class time effectively by planning their learning activities. Teachers can estimate the amount of time required for each task, prevent time wastage, and provide students with sufficient opportunities to understand the material being taught by carefully organizing their learning activities. In addition, by structuring learning activities well, teachers can combine several teaching strategies that best meet the needs of their students, such as learning based learning project-based learning, practicum, lecture, and conversation, which enhances students' educational experience and promotes deeper knowledge. A student-centered learning environment can also be created through the way learning activities are organized. Teachers can design learning activities that encourage students' active engagement and participation in the learning process by considering each student's unique learning style, interests and needs. In addition, by planning inclusive learning activities, teachers can ensure that every student can learn to the fullest by providing the necessary assistance and direction to those who need it. As a result, planning educational activities involves more than just time management; it also includes developing learning opportunities. that are relevant and promote the overall development of the student.

Eighth, integrate assessment. As assessment provides information regarding student success, the efficacy of learning strategies, and areas that require further development, it plays an important role in the learning cycle. Teachers can track student progress, determine areas of growth, and modify teaching methods to meet the needs of individual students by incorporating assessment into lesson plans.

Formative and summative assessments, among other forms of assessment, can be planned and implemented by teachers in a balanced manner thanks to the integration of assessment in lesson plans. Summative assessment is used to evaluate students' final performance, while formative assessment is conducted periodically during the learning process to provide feedback to teachers and students on how well students understand the topic. Teachers can ensure that learning focuses on monitoring and directing students

throughout the learning process as well as the final evaluation by incorporating these two forms of assessment into their lesson plans.

The inclusion of assessment in lesson plans encourages the growth of a learning-centered culture. Teachers can encourage students to actively participate in the learning process and see assessment as a way to measure their progress by highlighting the value of assessment as a tool to improve learning. This promotes the development of a friendly, accommodating and goal-oriented learning environment for all students. Therefore, incorporating assessment into lesson planning serves several purposes, including improving learning effectiveness and encouraging long-term student-centered learning in addition to assessing student progress.

Ninth, it involves teacher collaboration. When teachers work together, there are more opportunities for them to share ideas, experiences and best practices while creating lesson plans. Lesson plans can be created in a more thorough way by considering students' needs as well as the relevant curriculum by using the opinions and skills of many teachers.

Collaboration between teachers facilitates the development of a creative and dynamic learning environment. Teachers can investigate different teaching approaches, learning methodologies and efficient evaluation techniques by talking and exchanging experiences. By offering a range of learning strategies to accommodate different learning styles, it can enhance students' educational experience. In addition, teacher collaboration facilitates the utilization of technology and other learning tools, thus improving the quality and relevance of lesson plans.

Engaging teachers in collaborative efforts is another way to create sustainable and supportive learning communities. When educators collaborate to create learning ideas, they become more inspired and

teachers are encouraged to continuously refine their methods. In addition, teacher collaboration enables collective reflection on learning objectives and the efficacy of techniques used in teaching. This promotes the development of a professional learning culture in schools, where educators encourage and assist each other in improving teaching standards and delivering better outcomes for students. As a result, incorporating teacher collaboration in the creation of lesson plans has benefits for both individual instructors and general learning and student achievement.

Tenth, attending various trainings and professional development. Teachers can gain new information, skills and insights into different teaching methodologies, learning approaches and efficient evaluation techniques through professional development and training. This allows them to become more proficient in creating lesson plans that are inventive, relevant and focused on the best learning outcomes.

Teachers can keep abreast of the latest developments in education, including trends, research and best practices, through professional development and training. Teachers who pursue continuous professional development may face more complicated and heterogeneous learning difficulties with increased preparedness and confidence. Teachers can cooperatif with colleagues, expand their professional networks, and

exchange experiences and information by participating in training and professional development programs.

Teachers can improve their well-being and motivation as educators by seeking professional development and training opportunities. Teachers who have the opportunity to continuously develop and learn will be more inspired and driven to provide the best education to their children. Teachers can remain energized and dedicated in the face of obstacles in the learning process, as well as overcome boredom and fatigue at work, with the help of professional growth and training. Therefore, professional training and development aims to improve teachers' professionalism, well-being and general job satisfaction in addition to the quality of lesson planning.

Ten, feedback. Feedback provides teachers with important information about how well their teaching strategies are working, how well students are understanding the subject matter, and how well their learning objectives are being met. Teachers can assess and improve their lesson plans according to their students' needs and growth by regularly soliciting feedback from various sources, such as students, other educators, and stakeholders.

In addition, feedback allows for continuous review and modification throughout the lesson plan preparation process. Teachers will be better able to evaluate their methods, pinpoint areas of strength and weakness in lesson plans, and make necessary corrections when they get honest and helpful feedback. This allows educators to continuously create and improve their lesson plans in response to changing student needs, curricular advancements, and educational trends.

Creating a responsive and inclusive learning environment also involves providing feedback. Teachers can meet the unique needs of each student and modify teaching strategies to suit their learning preferences by providing students with opportunities to provide feedback on their educational experiences. Students' engagement and sense of ownership in the learning process also increases when they are involved in the feedback process, thus increasing their motivation and improving overall learning outcomes. Feedback is therefore an assessment tool as well as for improving learning standards and fostering a friendly and student-centered learning environment. By making these efforts, educators can improve the quality of lesson plans, so that they are more successful in promoting learning and more sensitive to students' needs.

2. Teacher performance in implementing learning has also improved. From the two cycles that have been carried out in this class action research, the implementation of learning is getting better, this can be seen based on the observer's assessment of cycle I learning at the first meeting with an average score of 90.7 and the second meeting with an average score of 91.5. Cycle II at the third meeting with an average score of 93.56 and the fourth meeting with an average score of 97.44.

It is evident from the above evidence that teachers are doing better in facilitating the learning process. Based on two cycles of classroom action research, this evaluation was created. An observer evaluated the instructor at the end of each cycle to determine

how well the learning was implemented. Based on the assessment data, there was an improvement in teacher performance between cycle I and cycle II. The average observer assessment score in cycle I was 90.7 in the first meeting and increased to 91.5 in the second meeting. This shows that although the instructor's performance was initially good, over time, his performance improved.

A noticeable improvement occurred in the second cycle. The average observer evaluation score increased to 93.56 in the third meeting and 97.44 in the fourth meeting. This shows that the educators not only maintained the high level of performance from the previous cycle, but also continued to refine the way they implemented the teaching. The average score increased from cycle I to cycle II, in accordance with the findings of the action study conducted in the classroom. There are several actions that can be taken to ensure this progress and teacher performance continues, including:

First, analyze research data. Teachers can have a deeper understanding of students' difficulties, patterns and achievement trends as well as the efficiency of the learning strategies used by analyzing research data. Teachers can assess the effectiveness of the application of learning techniques, determine areas that need greater attention, and plan appropriate remedial activities based on the results of careful data analysis.

Analysis of research data also offers a solid foundation for evidence-based decision-making in the area of learning development. Teachers may avoid making purely intuitive or speculative judgments by basing their conclusions on empirical facts. Alternatively, they may create lesson plans that are based on reliable and relevant data, thus increasing the chances of successful implementation and achievement of learning objectives. In addition, data analysis allows educators to modify their lesson plans according to specific student needs, resulting in a more successful and inclusive learning environment.

Research data analysis also supports teacher professional development and continuous learning. Teachers can engage in continuous development of their teaching techniques by participating in the data analysis process and reflecting on the findings. Teachers can organize relevant professional development based on their needs by using data analysis to uncover long-term patterns in student achievement. Therefore, research data analysis serves as an assessment tool as well as a source of motivation and support to improve teacher learning.

Second, reflection and evaluation of learning implementation. Introspection of one's own teaching techniques, assessment of learning objectives, and assessment of the efficiency of learning strategies are components of reflection for educators. Teachers who regularly reflect on their teaching can pinpoint areas of strength and weakness in their approach to teaching and learning, and they can also make necessary corrections to improve teaching standards.

Teachers can evaluate the success of their teaching strategies and the achievement of learning objectives by evaluating their learning implementation. Teachers can recognize achievements and obstacles in the learning process and take appropriate remedial activities to improve future results by objectively analyzing learning outcomes.

Teachers who evaluate how well their learning is implemented can also get feedback from peers and students, which opens up new avenues for improvement and growth.

Teacher professional development also involves reflection and assessment of learning practices. Teachers can continuously improve their expertise in education by actively participating in reflection and evaluation. Teachers' understanding of successful learning techniques is enhanced through the process of reflection and assessment, which also makes it easier for them to share best practices and experiences with each other. Therefore, developing a culture of continuous learning that focuses on improving student learning outcomes is as important as improving the quality of individual teachers' performance in the strategic phase of reflection and assessment of learning implementation.

Third, professional development. Teachers can consistently improve their knowledge, skills and competencies in education through professional development. Teachers can find fresh perspectives on the latest learning approaches, creative ways to educate and efficient evaluation methods through workshops, seminars, courses and other professional development events.

Teachers can also cope with changes in the educational landscape with more competence and preparation thanks to professional development. By keeping up with the latest developments in curriculum, educational technology and learning research, educators can modify their pedagogical approaches to meet the needs of the classroom. To improve the efficacy and relevance of learning, professional development also helps instructors recognize emerging trends and obstacles in the field and devise effective solutions.

To improve teachers' motivation, well-being and job satisfaction, professional development is also important. Teachers who have the opportunity to continuously develop and learn will feel valued and encouraged in their work as educators. Teachers' sense of success and job satisfaction will increase when they feel more competent in implementing new learning tactics and approaches thanks to professional development. Professional development therefore involves more than just improving the quality of instructors' delivery of learning; it also involves creating a culture of continuous learning and inspiring educators to become more capable and successful teachers.

Fourth, collaboration and sharing among teachers. A collaborative working atmosphere where ideas, information and experiences can be actively exchanged is created when instructors collaborate with each other. Teachers can find solutions to their learning problems, exchange best practices and gain fresh insights through this collaborative effort. Collaboration between educators facilitates continuous learning among them, thus improving the overall standard of teaching.

In addition, teacher collaboration enables schools to develop a culture of professional learning. Teachers may feel encouraged in their professional growth by exchanging knowledge and offering help to each other. They can be more willing to take the necessary opportunities to improve their teaching effectiveness, try new techniques, and experiment with different learning tactics. A collaborative culture fosters an environment where educators assume accountability for the professional development of their peers, thus encouraging a continuous flow of ideas and assistance.

Higher standards in lesson planning and learning in general are also made possible by teacher collaboration. Teachers can create lesson plans that are more thorough and pertinent to their students' needs by combining different perspectives and areas of expertise. Cooperating teachers can also help each other by providing useful critiques, assessing and improving the quality of lesson plan implementation, and ensuring that every aspect of learning is taken into account. As a result, teacher collaboration will improve student learning in the classroom in general as well as improve individual performance.

Fifth, school monitoring and support. Regular observation of the implementation of teaching activities by teachers is possible through school monitoring. By using efficient monitoring, the school can pinpoint the strengths and weaknesses of the teacher's methods and provide helpful criticism that will enable the instructor to improve teaching standards.

In addition, one of the key components in improving teacher effectiveness is school support. Assistance can be provided in the form of individual coaching and mentoring, professional development training and provision of essential materials. Teachers may feel more motivated and confident in their ability to improve teaching standards by receiving appropriate support from the institution. Teachers who receive this assistance may also feel valued and recognized for their commitment to improving student achievement.

School supervision and mentoring are also important in fostering a culture of continuous learning there. Schools can create an environment where instructors feel encouraged to continuously develop and improve their teaching techniques by paying attention to their performance and offering the support they need. The entire learning environment in the school is enhanced by this culture of continuous learning, which also has an influence on the performance of individual teachers. To ensure continuous progress in the quality of teacher performance and student learning outcomes, school monitoring and mentoring is a very important strategic step.

It is expected that the teacher's performance in the implementation of Al-Qur'an Hadith learning in class II of MIS Thoriqun Najah can continue to develop and have a beneficial effect on improving student learning outcomes. This is based on strategic initiatives taken by the teacher.

Based on the above, it is clear that teacher performance can be improved regularly through a classroom action research approach. This shows how important it is for teachers' learning techniques to be reflective and always improving. As more successful

teachers are usually better equipped to present information more effectively and improve student learning, the results of improved teacher performance also have the potential to positively impact the quality of student learning.

3. Student learning outcomes in learning al-Qur`an Hadith using "Big Book Learning Media" have also increased. Based on class action research that has been carried out, the results are increasing. This can be seen from the results of the cycle I student learning test at the first meeting with an average score of 73.2, at the second meeting with an average score of 74.73. And cycle II at the third meeting with an average score of 80 and at the fourth meeting with an average score of 82.67.

The achievement of the minimum completeness criteria (KKM) is essentially a measure of learning achievement. Learning implementation is considered effective if the KKM value is exceeded by student learning outcomes, so maintenance activities are needed. When utilizing Big Book Learning Media to teach Al-Qur'an Hadith, student learning outcomes consistently show progress. This can be seen from the findings of the classroom action research conducted that the average student test scores increased from cycle I to cycle II. This shows that the teaching strategy utilizing "Big Book Learning Media" improved student performance.

The average student learning test score in cycle I was 73.2% at the first meeting and increased to 74.73% at the second meeting. This shows that students' understanding of the content of the Qur'an Hadith initially improved thanks to the use of this learning resource. In the second cycle there was a more significant increase. The average score of students increased to 80 in the third meeting and then to 82.67% in the fourth meeting. This shows that as time goes by and the learning process repeats, the benefits of the application of "Big Book Learning Media" are increasingly visible. This finding shows that "Big Book Learning Media" has successfully provided students with an interesting access to Al-Quran Hadith study materials.

In conclusion, students' learning outcomes have improved due to the use of "Big Book Learning Media" to study the Quran and Hadith. The strategy is worth repeating to improve students' academic performance in understanding and mastering the subject matter, as seen from the steady growth from the first cycle to the second cycle.

The results of this study show that the use of Big Book media can improve student learning outcomes. The results of this study are also supported by several previous studies, including:

First, Research by Dian Permatasari Kusuma Dayu and Liya Atika Anggrasari on the Effect of Using Big Book Writing Media on Indonesian Language Writing Skills of Class V Students of Negeri 1 Pilangbango Madiun, concluded: a. Research on Big Book Writing learning media obtained data on the results of writing skills of class students.

V SDN Tegalarum in the control class or class that was not treated using Bigbook Writing learning media, only using conventional media had an average value of 67, while the experimental class or class that was given treatment using Bigbook Writing learning media had an average value of 73.5. b. From the results of data analysis on Bigbook

Writing learning media on writing skills of grade V students above, it can be obtained that t count is greater than the t table, namely t count $>$ t table or $3.920 > 1.688$ so that H_0 is rejected and H_1 is accepted. Thus it can be concluded that there is a significant positive effect of Bigbook Writing learning media on writing skills in grade V students of SDN 1 Pilangbango Madiun in the 2015/2016 academic year (Dayu & Anggrasari, 2017). In the research of Dian Pernatasari Kusuma Dayu and Liya Atika Anggasari, the research was quantitative-based with the application of experiments. The research applied Big Book media in improving students' writing skills. Here there are similarities and differences with the results of this study. Similarities from the variable aspect, namely both applying Big Book media, and the difference is between writing ability and student learning outcomes. However, it should be noted that this student's writing ability is part of the student's learning outcomes. The other difference is from the method aspect, namely between the experimental method and the class action research method.

Second, Research by Dian Novita and Fika Megawati on Attractive Media for Teaching Vocabulary to Lower Class of Young Learners Anissa Indrasari, concluded that the use of big books has a significant effect on student vocabulary achievement. In addition, the results of the vocabulary recognition task or VRT in class I-B as the experimental class showed more satisfactory results. This implies that teachers must be active and creative in presenting interesting media so that students can be motivated in learning the target language, especially in the EFL context (Indrasari et al., 2018).

In addition to the use of "Big Book Learning Media", there are several other factors that can contribute to improving learning outcomes in learning al-Qur'an Hadith in class II MIS Thoriqun Najah:

1. Use of diverse learning methods. To help students understand, teachers might use a unique set of teaching strategies. Group discussions, role plays, project presentations and other cooperative learning exercises, for example, can encourage students to participate more actively in their education and develop a deeper understanding of the subject matter.
2. Technology Utilization. Teachers can utilize technology to complement the "Big Book Learning Media" in the classroom. Learning the Qur'an and hadith can become more interesting and enjoyable with the use of learning software, programs, or online learning tools.
3. Active Student Engagement. Improved learning outcomes are largely dependent on ensuring students take an active role in the educational process. Through conversations, open-ended questions and other imaginative exercises that allow students to voice their own thoughts and help their peers understand them, teachers can increase student engagement.
4. Differential Learning. Improving learning outcomes relies heavily on meeting the unique learning demands of each student. Teachers can use differentiated learning

methods, which involve changing lesson plans based on each student's interests, learning style and level of understanding.

5. Parental Involvement. Student learning outcomes are greatly influenced by parental participation in helping children learn at home. Teachers and parents can work together to encourage learning at home by keeping the lines of communication open, sharing information about the child's academic progress, and offering guidance and support.

With the use of "Big Book Learning Media" and careful consideration of these variables, educators can create a learning environment that inspires and encourages students to achieve their maximum learning potential

Conclusion

The conclusions that can be drawn are as follows: Education in the era of globalization requires increased competence in various fields, which is reflected in the focus on improving student learning outcomes, improving teacher administration (lesson plans), and completing learning media. This finding is based on the research that has been conducted and the analysis that the researcher conveyed in the previous discussion. Teachers must also understand curricular requirements, recognize their students' needs, apply technology and provide relevant teaching materials. Improving teacher effectiveness through data analysis, introspection and teamwork is essential to improving teaching standards. The learning process of Al-Qur'an Hadith using "Big Book Learning Media" has improved student learning outcomes which show a steady increase from cycle I to cycle II. Teachers should use various teaching strategies and involve parents in helping their children study at home in order to obtain the best learning outcomes. To meet the demands of globalization in the education sector and ensure the quality of effective learning and improve student learning outcomes, cooperation between all relevant stakeholders is very important.

References

- Daryaman, Hasanah, A., Siregar, H. S., & Kusnawan, A. (2023). The Effect of Problem-Based Learning Model and Learning Style on Islamic Religious Education Learning Outcomes at State Vocational High School. *Educational Review: An International Journal*, 20(1), 32-50.
- Dayu, D. P. K., & Anggrasari, L. A. (2017). The Effect of Using Big Book Writing Media on Indonesian Writing Skills of Grade V Students of Negeri 1 Pilangbango Madiun. *Al-Bidayah: Journal of Islamic Basic Education*, 9(1), 21. <https://doi.org/10.14421/jpdi.2017.0901-03>
- Hakim, A., & Herlina, H. N. (2018). Integrated Curriculum Management at Modern Daarul Huda Banjar Islamic Boarding School. *Islamic Education Research*, 6(1), 111-132.
- Hidayat, D. A., Arifah, C., & Rizal, S. S. (2016). Efforts to Improve Student Learning Outcomes in Al- Qur'an Hadith Subjects by Using Peer Lessons Strategy. *Islamic*

- Education Research*, 4(1), 61-72. <https://www.riset-iaid.net/index.php/jppi/article/view/16>
- Indrasari, A., Novita, D., & Megawati, F. (2018). Big Book: Attractive Media for Teaching Vocabulary to Lower Class of Young Learners. *JEES (Journal of English Educators Society)*, 3(2), 141-154. <https://doi.org/10.21070/jees.v3i2.1572>
- Kiswari, F. R., Sayekti, I. C., & Khanifah, S. (2022). Efforts to Improve Fairy Tale Writing Skills through the Use of Big Book Media for Second Grade Students of MIN 4 Sragen. *Educatif Journal of Education Research*, 4(3), 87-95. <https://doi.org/10.36654/edukatif.v4i3.206>
- Manshur, F. M., & Husni, H. (2020). Covid-19 and Anti-Globalization issues: A Cultural Perspective. *Journal of Critical Reviews*, 7(14), 209-213. <https://doi.org/10.31838/jcr.07.14.36>
- Selamet, S., Erihadiana, M., & Zaqiah, Q. Y. (2021). Utilization of Whatsapp Group Media in the Learning Process during the Covid-19 Pandemic at MI Al-Fadlilyah Darussalam Ciamis.
- Reslaj: Religion Education Social Laa Roiba Journal*, 4(2), 197-210. <https://doi.org/10.47467/reslaj.v4i2.642>
- Sholeh, M. I. (2024). The Effectiveness of Inclusion Curriculum in Meeting the Needs of Diverse Students. *JOAPE: Journal of Asian Primary Education*, 1(x), 1-15. journal.kalimasadagroup.com/index.php/Joape/article/view/797
- Sodik, M., Sahal, Y. F. D., & Herlina, N. H. (2019). The Effect of Teacher Performance in Learning Implementation on Student Learning Achievement in the Quran Hadith Subject. *Journal of Islamic Education Research*, 7(1), 97. <https://doi.org/10.36667/jppi.v7i1.359>
- Syukri, I. I. F., Rizal, S. S., & Al Hamdani, M. D. (2019). The Effect of Religious Activities on the Quality of Education. *Journal of Islamic Education Research*, 7(1), 17. <https://doi.org/10.36667/jppi.v7i1.358>