Science Learning with The Qur'an and Hadith Through Audiovisual Media (Video) to Improve Concept Mastery and Religious Attitude

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Abstract: This study aims to improve students' concept mastery and religious attitudes in science learning with the Quran and Hadith contents through audiovisual media (video). The research design was quasi-experimental, with experimental and control classes as the research subjects. Data were collected using a test to measure students' concept mastery and religious attitudes with 30 questions, an observation sheet, and a questionnaire with 22 questions. The measurement results of the two test forms were analyzed in N-Gain, while the observation sheets were analyzed descriptively. Students' responses were analyzed in percentage. The results showed that students who learned using the Qur'an and Hadith content through the media were much better than through non-media learning. The N-Gain score for concept mastery was 50.77% (medium) and 38.56% (medium), while for religious attitude was 3.25 (good) and 3.61 (very good). This study proves that the implementation of science learning with the content of the Qur'an and Hadith in teaching and learning activities is quite good, and students' responses to the learning implementation are quite high.

Keywords: Al-Qur'an, Hadith, Video, Concepts, Religious Attitudes.

INTRODUCTION

Science education is concerned with how to find out about nature systematically, so understanding science is mastering a collection of knowledge in the form of facts, concepts, or principles and understanding how the process of scientific discovery is. Science education is expected to help students learn about themselves and the natural environment and prospects for further development in applying it in everyday life. The achievement of science education goals can be done in a smaller scope by learning science in the classroom (Hardjo et al., 2019; Rahmayantia, 2019; Ramadanti, 2020; Yuningsih et al., 2022).

Based on the preliminary study, science learning at the school has not been oriented towards efforts to foster students' religious attitudes. So far, teachers teach science as a separate subject (chemistry, physics, biology), but there is no

connection with divinity, especially in the Qur'an and Hadith. For example, in science learning with ecological concepts, the teacher has not been able to explain this concept closely related to the relationship between living things and their creators. God is the creator, the substance that created humans. Humans and the environment as creatures created by God. If the role of God does not exist in ecology, humans and the environment will likely not be created. According to Othman et al. (2015), the Qur'an explains in Surah Faathir verse 35 that God Almighty commands Muslims to observe and contemplate the phenomenon of the formation of rain that falls from the sky, then nurture various vegetation to grow. Likewise, mountains, rock structures, and minerals are helpful to humans. Apart from nature, God Almighty also urges Muslims to study humans, various wild and domestic animals, and various behaviors that humans can learn and benefit.

The Qur'an also reveals implicitly in Surah An Nahl verses 11 and 12: "He grows for you with rain water plants; Olives, dates, grapes and all kinds of fruits. Verily in that there is a sign (of Allah's power) for a people who think. And He has subjected the night and the day, the sun and the moon to you. And the stars were subdued (for you) by His command. Indeed, in that there are signs (of Allah's power) for a people who understand (it)." Surah Jatsiyah also reveals "And He has subjected to you all that is in the heavens and all that is on the earth, (as a mercy) from Him. Verily, in that there are signs (of Allah's power) for a people who think."

The three verses imply that thinking and reasoning about natural phenomena are critical to revealing nature's secrets, as scientists did in ancient times. In addition, the Qur'an reveals many scientific concepts that need to be studied more deeply. The concepts include nature, cosmology, the surrounding environment, and many more. The verse is per the opinion of Faruqi (2007). In Islam, the purpose of nature for humans is to study nature to find Allah and use nature for the benefit of humanity. Nature can be used to provide food for humanity, and the bounty is to be distributed equally among all nations (Inayah, 2018).

Teachers in schools are oriented to the target of mastery of the material and have not been able to manage multimedia, let alone learn with the content of the Qur'an and Hadith. So, it impacts students' understanding and makes them less motivated toward science material lacking religious values and attitudes. Teachers must make efforts to overcome these problems and need a renewal of the learning process, especially in the application of learning styles. It is necessary to create a learning process that attracts students' interest, create a conducive learning process so that students feel at home, be more active and collaborate with other students, and apply science learning containing the Qur'an and Hadith through audiovisual media (video). It aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, affective, and have a noble character, especially in solving problems from the teacher (Supriyadi, 2019; Syaparuddin et al., 2020).

Science learning with Qur'an and Hadith through audiovisual media (video) is one solution as a guide for students to open up religious feelings. The Qur'an

explicitly states that the universe was created and subjugated by Allah for humans. Indeed, the Qur'an does not provide detailed instructions on this matter but provides basic capital in the form of reason and raw materials to be explored and processed to be useful for students' lives. Science subjects are not only physics, chemistry, and biology, but there are still other subjects that intersect with science called the science of religion. However, in reality, the integrated science subjects that students in high schools/MTs obtain are limited to the dimensions of knowledge (physics, chemistry, and biology) without being combined with religious knowledge. Science emphasizes the dimension of *uhkrawi* values, which pays attention to the order in the universe, which will further increase belief in the existence of the undeniable power of God Almighty. With this dimension, science essentially relates the logical-material aspect to the religious-spiritual aspect, which is currently considered an empty horizon (Kholifah, 2018; Baihaqi, 2020; Ulum & Latipah, 2021).

According to Fajri Hamdy et al. (2020), the importance of integrating and elaborating religion and science, in addition to achieving the glory of Islam as in the classical period and the mandate of the goals of national education, is a way of understanding science to achieve piety. When a knowledgeable man tries to understand the verses of the Qur'an, he will realize that the higher a person's scientific capacity, the more afraid and submissive he will be to God Almighty. This is the urgency of the integration and elaboration of science in the Qur'an. The statement is supported by Septoyodi et al. (2021). The inculcation of religious values through integrating the interconnection of Al-Qur'an content in various scientific disciplines is an option that can be offered, including in scientific disciplines. According to Faruqi (2007), in Islam, the purpose of nature for humans is to study nature to find Allah and use nature for the benefit of humanity. According to Hilmi (2020), the importance of integrating and elaborating religion and science, in addition to achieving the glory of Islam as in the classical period and achieving the goals mandated by national education, is a way of understanding science to achieve piety.

Therefore, a good concept mastery will be obtained in understanding the natural sciences by describing them with the Qur'an. This theory is supported by Putra & Sudargo (2014), who stated that concept mastery is the ability to describe or explain a concept in its language under the correct rules and concepts. In mastering the concept, it is also necessary to pay attention to the attitude obtained because the results of a good attitude are also good cognitively, especially religious attitudes that will affect everything. Religion is an attitude and behavior that is obedient in carrying out the teachings of the religion he adheres to, being tolerant of the implementation of worship of other religions, and living in harmony with followers of other religions (Syafri, 2012; Sa'dijah & Misbah, 2021).

Based on some literature, there are many shortcomings in learning because of the lack of enthusiasm and motivation, especially in applying the Qur'an. Linking lessons to religion can make students understand religious concepts and attitudes (Anwar & Elfiah, 2019). Therefore, it is necessary to carry out innovations, such as science learning containing the Qur'an and Hadith, through audiovisual media

(video) so that students can improve in mastering religious concepts and attitudes. In line with this, this research aims to improve the students' mastery of religious concepts and attitudes in science learning with the content of the Qur'an and Hadith through audiovisual media (video).

METHOD

This study uses a quasi-experimental method with a nonequivalent pretest-posttest control group design (Sugiyono, 2010). This method is characterized by experimental and control groups given the same tests but different treatments (Fraenkel et al., 2012). The population in this study were seventh-grade students of junior high school. The research subjects were carried out by purposive sampling, selecting subjects with a certain number and purpose with 100% student status. The experimental class learns science with the Qur'an and Hadith through audiovisual media, while the control class only learns with the content of the Qur'an and Hadith.

The experimental class used the Al-Qur'an and Hadith related to the topic as a source of learning through audiovisual media (video) so that learning would be more interesting for students and could respond to religious attitudes. The science material reviewed in this study is the topic of the Interaction of Living Things with their environment in seventh grade. Data collection techniques in this study were pretest and posttest in the experimental and control groups, questionnaires, and interviews with students and teachers. The instrument used in the study consisted of learning tools: syllabus, lesson plans, student activity sheets, learning implementation observation sheets, and data collection instruments. The pretest and posttest questions that were validated before use.

The data analysis was carried out after the research data were obtained from the pretest, posttest, and questionnaire results. All the data collected were then analyzed. The data analysis results of the concept mastery and religious attitude were tested for normality, homogeneity, and independent t-test. After that, the statistical hypothesis was determined in which the concept mastery, if Ho: 1 = 2, there is no increase in students' concept mastery in learning with or without the Qur'an and Hadith through audiovisual media (video). Ha: 1 2 means there is an increase in students' concept mastery in science learning with the Qur'an and Hadith through audiovisual media (video).

While on religious attitudes, if the statistical hypothesis is Ho: 1 = 2, it means there is no difference in students' religious attitudes in learning with or without the Qur'an and Hadith through audiovisual media (video). If Ha: 1 2, it means there are differences between students' religious attitudes when they learn with the Qur'an and Hadith through audiovisual media (video) and when they learn without audiovisual (video).

RESULTS AND DISCUSSION

Concept mastery data were taken from the posttest of control and experimental classes. Students solved multiple-choice questions with 30 valid items with a reliability of 0.92. The description of concept mastery data is in Table 1.

Table 1. Pretest-Posttest Data for Science Learning with Qur'an and Hadith in Experimental and Control Classes

Information	Concept Mastery in Control Class		Concept Mastery in Experimental Class	
	Pretest	Posttest	Pretest	Posttest
Average Value	60.8	76.4	55.0	78.1
Standard Error	1.2	1.6	1.2	1.6
Median	63.3	76.7	55.0	76.7
Mode	63.3	73.3	53.3	83.3
Standard Deviation	6.8	8.8	7.2	9.2
Variance/Variety	45.9	77.7	51.3	85.0
Spiky	0.1	1.6	-0.4	-1.0
Tilt	-0.5	-0.6	0.2	-0.1
Range	30.0	43.3	26.7	33.3
Minimum Value	43.3	50.0	43.3	60.0
Maximum Value	73.3	93.3	70.0	93.3
Total Number	1946,7	2443,3	1870.0	2656.7
Amount of Data	32	32.0	34.0	34.0

The description for improving science learning outcomes with the Qur'an and Hadith in the experimental and control classes obtained the normalized pretest, posttest, and N-Gain values on the Interaction of Living Things with their Environment material is in Figure 1.

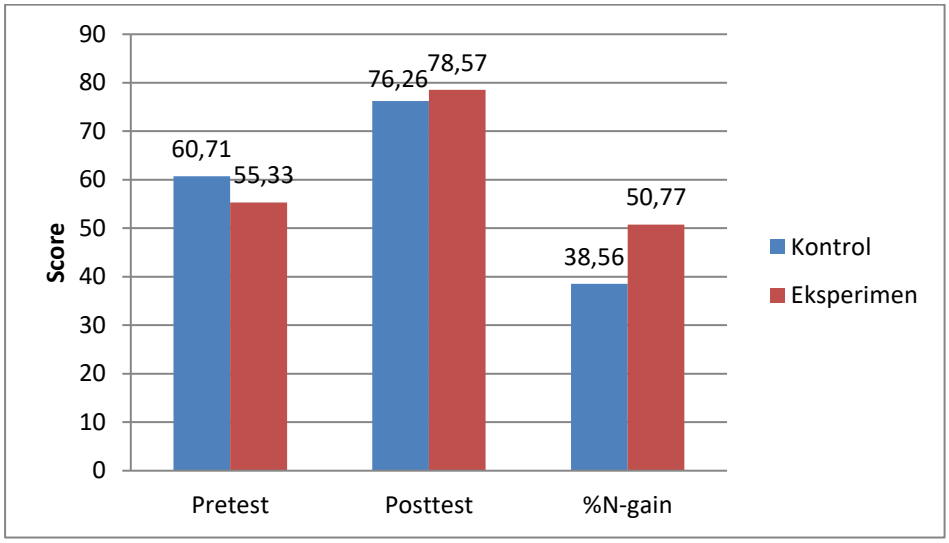

Figure 1. Comparison of the Percentage of Pretest, Protest, and N-Gain of Concept Mastery of Control Class and Experiment Class Students

Based on Figure 1, the average percentage of N-Gain normalized by the experimental class is 50.77%, while the control class is 38.56%. It shows differences in the improvement between students who learn science with the Qur'an and Hadith through audiovisual media (video) with students who use conventional

learning. This result supports the excellence of science learning with the Qur'an and Hadith through audiovisual media (video) (Rifa'i & Hasanah, 2022). Almost all students are active in the learning process, and the teacher only acts as a facilitator. By applying this learning model, students who are passive in learning become excited and more focused. The mathematical logic intelligence test results were calculated using SPSS 20.0 for normality, homogeneity, and hypothesis testing, presented in Table 2.

Table 2. Recapitulation of Normality Test, Homogeneity Test and t Test

Class	N	Normality test		Homogeneity test		T-test (2-tailed) (Signature)	
		Score	Information	Score	Information	Score	Information
Test	35	0.200	Normal	0.584	Homogeneous	0.035	Important
Control	33	0.200					

The outcomes of science learning with the Qur'an and Hadith through audiovisual media are higher than conventional learning (Anwar & Elfiah, 2019). There are differences between science learning with the Qur'an and Hadith and the conventional learning model. This learning can increase students' concept mastery so that based on the gain category for the control group, the average is 0.39 (medium), and the experimental group is 0.51 (medium). Both groups are in the same category, but there is an increase in the experimental class. It shows that science learning with the Quran and Hadith contents through audiovisual media (video) increases concept mastery (Hamdy et al., 2020; Fajar & Habibbulloh, 2021).

Due to having more awareness of faith and piety, students are embedded with a strong determination to do things with self-awareness, imagining more about what they see listed in the Qur'an. These results will improve concept mastery. According to Suciati et al. (2022), God Almighty's majesty through His creation in the form of the universe and making the Qur'an as a guide to study His creation is expected to increase the quality of students' faith and piety. The implementation of integration between the material Interaction of Living Things with their environment accompanied by verses of the Qur'an can stimulate students' critical thinking about the relationship between the verses of the Qur'an and scientific facts found in everyday life so that students do not only accept dogmatically every religious subject matter obtained from the teacher (Anwar & Elfiah, 2019). Thus students will have a good and solid understanding of religion so that good character will be formed in students (Mansir & Karim, 2020).

For the pretest in the experimental class, the highest percentage of concept mastery scores for each sub-concept was in observing the environment and identifying biotic and abiotic components, at 72.57%. The lowest was in the sub-concept of differences between food chains and detritus food chains (41.43%). Sub-concept of the environment and its components obtained 75.76%, while the lowest

value is in the sub-concept of the difference between food chains and food webs, detritus food chains, and grazing food chains at 50.51%.

The highest posttest percentage in the experimental class was in the interaction sub-patterns at 88.74%, and the lowest was in the environmental sub-concept and its components at 70.48%. On the other hand, the highest posttest percentage in the control class was in the environment sub-concept and its components at 88.89%, and the lowest was in the sub-concept of differences between food chains and food webs, detritus food chains, and grazing food chains at 64.65%. The picture shows increased religious attitudes in the experimental and control classes. Scientific attitude data was taken using a Likert scale questionnaire totaling 22 questions with five answer choices: strongly agree, agree, hesitate, disagree, and strongly disagree. The description of scientific attitude data is in Table 3.

Table 3. Description of Students' Religious Attitudes in Experimental and Control Classes

Information	Religious Attitudes in Control Class Students	Religious Attitudes in Experimental Class Students
Average Value	70.59375	77.97059
Standard Error	0.968099	1.012828
Median	69.5	78.5
Mode	69	73
Standard Deviation	5,476397	5.905751
Variance/Variety	29.99093	34.8779
Spiky	-0.87646	-0.64729
Tilt	0.270304	-0.26189
Range	20	22
Minimum Value	61	66
Maximum Value	81	88
Total Number	2259	2651
Amount of Data	32	34

The results of the study showed that the religious attitudes of the experimental group were better than the control group. The results of religious attitudes for each indicator are presented in Figure 2.

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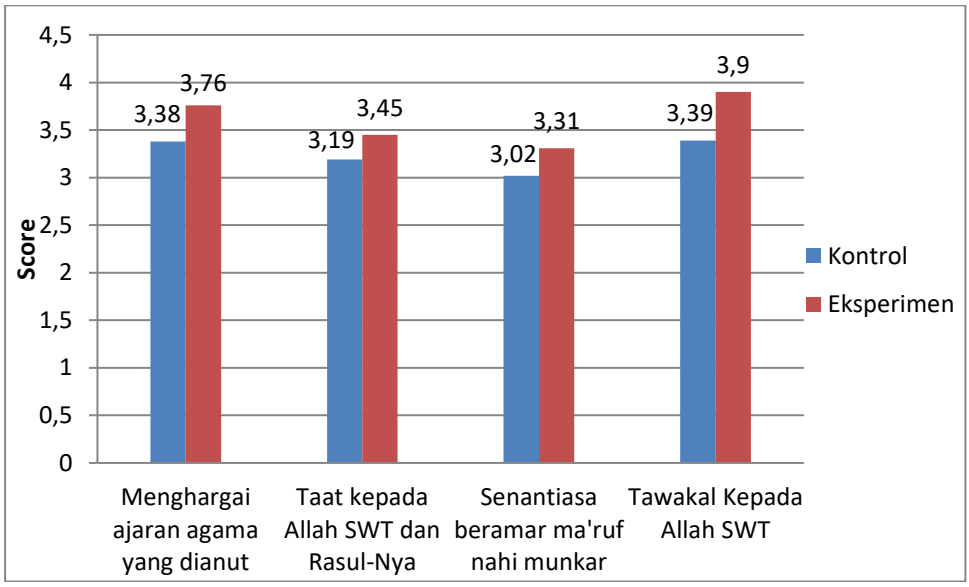

Figure 2. Religious Attitude of Control and Experiment Classes

Figure 2 shows that the average religious attitude in all aspects in the experimental class is better than in the control class. Assessment of religious attitudes values 1 to 5. The attitude of piety to God Almighty has the highest score of 3.90 (very good) in the experimental class and 3.39 (very good) in the control class. The attitude of trust in God Almighty needs to be fostered so that they consistently report actual data or information. The lowest aspect of religious attitude is always preaching and *amar ma'ruf nahi munkar* at 3.31 (good) in the experimental class and 3.02 (good) in the control class. Religious attitude obtained an overall average value; of 3.25 (good) in the control class and 3.61 (very good) in the experimental class.

Integrating knowledge with the Qur'an and Hadith can shape students' character. As the main source of good values , Al-Qur'an can guide students to study it (Anwar & Elfiah, 2019). Qur'an for character education can be proven by the many verses of the Qur'an that explain morals. In addition, science subjects have characteristics that can shape students' character, such as curiosity, logic, critical, creativity, honesty, responsibility, and independence (Miliyawati & Pamuti, 2020). So that the integration between the two can increasingly obtain good student character, especially religious attitudes.

The hypothesis test results showed differences in religious attitudes between the control and experimental groups. The religious attitudes of experimental students are better than the control students. In the control and experimental groups, the highest value of religious attitudes is on the indicator of trust in God Almighty. This attitude needs to be maintained, considering that faith and piety in awareness in life are fundamental in religious attitudes, such as patience in front of something, for example, a test (Fahyuni et al., 2020; Sunarya et al., 2021). The attitude of always preaching *amar ma'ruf nahi munkar* gets the lowest score, and this needs an emphasis on further learning from these aspects.

The teacher collected observation data on students' religious attitudes during the learning process. The observation results showed that the religious attitude of

the experimental group was better than the control group, but in general, the religious attitudes of the two groups were in a good category. Based on the interviews, learning science containing the Qur'an and Hadith on the material Interaction of Living Things with their environment obtained a positive response, shown by the students' enthusiasm for science containing the Qur'an and Hadith and obtained very good response (Puspitarini et al., 2019; Nicolaou et al., 2019; Swandi et al., 2022).

The application of science learning with the Quran and Hadith contents through audiovisual media (video) on the Interaction of Living Things with Their Environment makes students motivated and active in learning. Students can discuss with classmates or ask the teacher if there is the material they do not understand and use the Qur'an as a source (Kholik, 2022; Purwati et al., 2018). The observations during the science learning with the Quran and Hadith contents through audiovisual media (video) on the Interaction of Living Things with Their Environment showed that teachers were generally able to carry out learning as planned. During the activity, the teacher acts as a guide and motivator. From the preliminary observation, problem determination, formulation, and analysis of results, and closing are categorized as good, while at the stage of planning and predicting results are quite good.

CONCLUSION

This study concludes that science learning with the Quran and Hadith contents through audiovisual media (video) on the Interaction of Living Things with Their Environment can improve concept mastery and religious attitudes. The religious attitudes in the control and the experimental classes are in the medium category. Students also positively respond to science learning with the Quran and Hadith contents through audiovisual media (video) on the Interaction of Living Things with Their Environment

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