



Implementation of Up Grading Learning Conception Development to Improve the Teaching Quality of MTs Teachers

Pathurohman ¹

¹ Kantor Kementerian Agama Kabupaten Malang, Indonesia

Corresponding Author: Pathurohman, E-mail; albaregbegi@gmail.com

Received: June 01, 2021	Revised: June 05, 2021	Accepted: June 11, 2021	Online: June 11, 2021
ABSTRACT The learning process of Al Quran Hadith that is found is still conventional, such as expository, drill or lecture. This process only emphasizes achieving curriculum demands and textual delivery rather than developing learning abilities and building individuals. The purpose of this study was to overcome the problems of learning Al Quran Hadith by using the cooperative Up grading Learning model approach. This research was designed in the form of Supervision Action Research which was carried out in two cycles, where each cycle was carried out in two to three meetings. The results of this study indicate that Up Grading Learning has a positive impact on improving the performance of Al Quran Hadith teachers. This can be seen from the increasing students' understanding of the material presented by the teacher in cycles I, II, and III, namely 65.00%, 75.00% and 85.00%, respectively. In the third cycle of classical student learning completeness has been achieved. Keywords: <i>Al Quran Hadith, Fostering Teacher, Up Grading</i>			

Journal Homepage <https://ejournal.iainbatanghari.ac.id/index.php/attasyrih/index>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Pathurohman. (2021). Implementation of up Grading Learning Conception Development to Improve the Teaching Quality of MTs Teachers.. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 7(2), 120-128. <https://doi.org/10.55849/attasyrih.v7i2.138>

Published by: Pusat Penelitian dan Pengabdian Masyarakat, Institut Agama Islam Nusantara Batang Hari

INTRODUCTION

The quality of human resources is the basic capital in national development, both now and in the future (Qureshi dkk., 2022). Therefore the quality of human resources needs to be improved and developed (Keshav dkk., 2022). The world of education has a significant role in improving and developing the quality of these human resources (Khatib dkk., 2021). In line with this, the formation of a new Indonesian society, the vision of education is formulated as education that prioritizes independence towards excellence in order to achieve progress and prosperity.

Implementation of learning in the classroom is one of the main tasks of every teacher. Learning can be interpreted as an activity aimed at teaching students (M.-T. Wang dkk., 2020). In the learning process there is often a tendency to minimize student involvement (Smutny & Schreiberova, 2020). Teachers are required to be able to develop interesting learning in accordance with the characteristics of the subjects and the conditions of students (Bers dkk., 2019). Learning The teacher's dominance in the learning

process in the classroom causes a tendency for students to be more passive so they wait more for the teacher's presentation rather than looking for and finding the knowledge (Danish dkk., 2020), skills or attitudes they need themselves.

The aspect of the review by educational supervision of the Al Quran Hadith curriculum mechanism is a priority for researchers as well as madrasa supervisors in Malang Regency (T. Wang dkk., 2019), East Java Province. The implementation of individual supervision by researchers is focused on directing learning models that are able to improve the quality of teachers in teaching Al Quran Hadith in madrasas and can also foster high enthusiasm and enthusiasm by students as recipients of Al Quran Hadith teaching materials.

One of the learning models that can be implemented in the teaching of Al Quran Hadith to activate students to learn is learning through the Up Grading Learning approach. Learning Up grading Learning is learning that emphasizes connecting subjects with real world situations (Hwangbo dkk., 2019). This kind of learning can motivate students in connecting their knowledge and application with everyday life, both as family and community members (Bhat dkk., 2019). Learning is expected to encourage students to connect everyday situations with the information they absorb discover new concepts by themselves, apply the concepts and information in front, coordinate the concepts and information obtained with lessons, be able to transfer the concepts and information they have to other students.

All this time, the process of learning the Al Quran and Hadith has been carried out conventionally (Zhu dkk., 2019), such as lectures, expositives, or drills. This kind of learning emphasizes the achievement of curriculum demands with textual delivery (Walton & Rusznyak, 2020), less developing the ability to learn and develop individuals. As a result, the values obtained are not as expected because they will not develop aspects of students' abilities and activities as expected. In this case , Al Quran Hadith teachers want to improve the situation by trying a learning strategy that has never been implemented, namely a learning approach that will make students learn actively where students participate more actively so that the students' activities in learning are far more dominant than the teacher's activities in teach.

In relation to the problems mentioned above, research on supervisory actions was carried out in collaboration with class action research. The purpose of this research is to overcome the learning problem by using the Up grading Learning cooperative model approach as the solution.

RESEARCH METHODOLOGY

The type of research used by researchers is collaborative action research between supervisory action research and classroom action research. The research was designed in the form of an action cycle. Action research is research on things that happen in society or a group of targets, and the results can be applied directly to the community concerned. In the process, the parties involved in these activities can support each other. In the action

cycle consists of four activities, namely action plans, implementation, observation, and reflection.

The research was conducted in three cycles. Cycle I was held on 10 February 2022 cycle II was held on 24 February 2022, cycle III was held on 7 March 2022. The research cycle is presented in Figure 1.

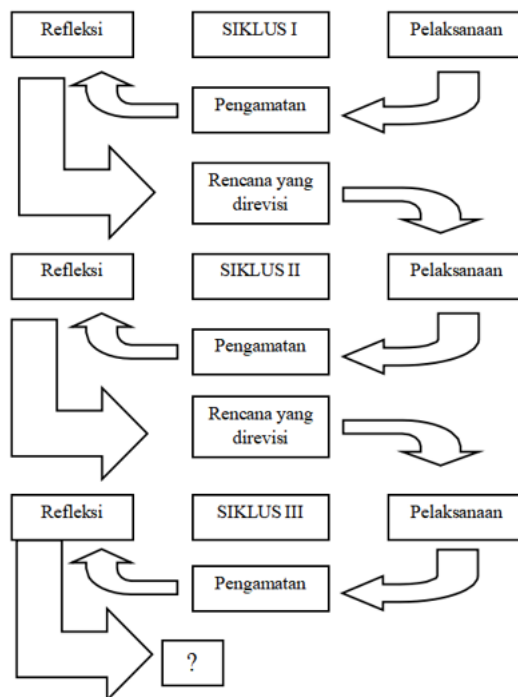


Figure 1. Action Research Cycle

Data collection activities were carried out using research instruments in the form of observations, field notes, and documentation (Ferentinos, 2018). Observations focused on the implementation of Al Quran Hadith learning through the Up Grading Learning approach. Notes in the field are carried out by recording real events that occur in teaching and learning activities both descriptively and reflectively (Bloch dkk., 2020). Documentation in the form of documenting written verbal data and photos.

Data analysis was carried out using qualitative data analysis techniques that are linear (flowing) which involve reviewing all data that has been collected, data reduction (which includes categorizing and classifying activities) and verification (Al Kaabi dkk., 2021), as well as data conclusion. Determining the success of the action is based on two reviews, namely the learning process and learning outcomes (Boyarsky dkk., 2020). Determining the success of the process is based on the qualifying descriptors of student learning activities, while determining the success of learning outcomes is determined through daily tests.

RESULT AND DISCUSSION

Implementation of teaching and learning activities for cycle I was carried out on February 10, 2022 with a total of 40 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plans that have been prepared.

Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process students were given a formative test I with the aim of knowing the level of success of students in the teaching and learning process that had been carried out (Manfredi dkk., 2021). The results obtained were that the most dominant teacher activity in cycle I was guiding and observing students in discovering concepts (Tokarew dkk., 2019). Other activities where the presentation is quite large are giving feedback/evaluation, asking questions and explaining difficult material. While the most dominant student activity is doing / paying attention to the teacher's explanation (Kalyanaraman, 2020). Other activities with quite large presentations are working with fellow group members, discussions between students / between students and teachers, and reading books.

In cycle I, in general, teaching and learning activities using the cooperative learning method using the group investigation model have been carried out well, although the role of the teacher is still dominant enough to provide explanations and directions, because the model is still perceived as new by students. Learning outcomes in cycle I are presented in Table 1.

Table 1. Recapitulation of Cycle I Learning Outcomes

No	Uraian	Hasil Siklus I
1	Nilai rata-rata tes formatif	65,50
2	Jumlah siswa yang tuntas belajar	26
3	Persentase ketuntasan belajar	65,00

In cycle II the researcher prepared learning tools consisting of lesson plans 2, LKS, 2, formative test questions II and supporting teaching tools. In addition, observation sheets for the management of the Up Grading Learning method and observation sheets for teacher and student activities were also prepared. At the end of the teaching and learning process students are given a formative test II with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used is formative test II.

With the improvement or refinement of aspects in cycle I, the application of the Up Grading Learning learning method is expected that students can conclude learning outcomes (Cavalli dkk., 2020). In addition, students are also expected to be able to express their opinions so that they will better understand the learning being carried out. This can be seen from the activities of teachers who guide and observe more students in determining concepts (Garrido-Castro dkk., 2019). When compared to cycle I, the teacher's activity in guiding and observing students seemed to have increased. The teacher's activities that experienced a decline were giving feedback, evaluating, or asking and answering questions, and explaining difficult material (Tran & Pompili, 2019).

Besides that, what has decreased is asking students to discuss and present the results of activities, as well as guiding students to summarize the lesson.

The most dominant student activity in cycle II was working with fellow group members. When compared to cycle I, this activity has increased (Rizun & Strzelecki, 2020). Student activities that experienced a decrease were listening/paying attention to teacher explanations, discussions between students/between students and teachers, writing relevant to teaching and learning activities, and summarizing learning (Petillion & McNeil, 2020). The student activities that experienced an increase were reading books, presenting learning outcomes, responding to/asking questions/ideas, and working on evaluation tests. Recapitulation of learning outcomes in cycle II is presented in Table 2.

Table 2. Recapitulation of Cycle II Learning Outcomes

No	Uraian	Hasil Siklus II
1	Nilai rata-rata tes formatif	74,00
2	Jumlah siswa yang tuntas belajar	30
3	Persentase ketuntasan belajar	75,00

From the table above, it is obtained that the average student score is 74.00 and the learning completeness reaches 75.00% or there are 30 students out of 40 students who have finished studying. These results indicate that in cycle II the classical learning completeness has increased slightly better than cycle I (Fatani, 2020). There is an increase in Al Quran Hadith Teacher Performance because after the teacher informs that at the end of each lesson a test will always be held so that at the next meeting students are more motivated to learn (Soffer & Cohen, 2019). In addition, students have also begun to understand what the teacher means and wants by applying the Up Grading Learning learning method.

At the stage of cycle III the researcher prepared learning tools consisting of 3 lesson plans, 3 worksheets, 3 formative test questions and supporting teaching tools (Muthuprasad dkk., 2021). Apart from that, observation sheets for Up Grading Learning management and observation sheets for teacher and student activities were also prepared.

Based on the results obtained, it appears that the most dominant teacher activity in cycle III was guiding and observing students in discovering concepts, while the activity of explaining difficult material and giving feedback/evaluation/questions and answers decreased (Elsalem dkk., 2020). Other activities that have experienced an increase are linking to previous lessons, presenting material/strategies/steps, asking students to present and discuss the results of activities, and guiding students to summarize lessons (Koziarz dkk., 2019). The activities that have not changed are conveying goals and motivating students.

Meanwhile, the most dominant student activity in cycle III was working with fellow group members and listening/paying attention to the teacher's explanation (Xiao & Jiang, 2019). Activities that experienced an increase were reading student books and discussions

between students/between students and teachers (Li dkk., 2019). Recapitulation of learning outcomes in cycle III is presented in Table 3.

Table 3. Recapitulation of Cycle III Learning Outcomes

No	Uraian	Hasil Siklus III
1	Nilai rata-rata tes formatif	80,00
2	Jumlah siswa yang tuntas belajar	34
3	Persentase ketuntasan belajar	85,00

Based on the table above, it was obtained that the average value of the formative test was 80.00 and of the 20 students who had completed it (Jiao dkk., 2020), 17 students and 3 students had not yet achieved learning mastery (Xie dkk., 2020). So classically the learning completeness that has been achieved is 85.00% (including the complete category) (Chen dkk., 2020). The results in cycle III experienced a better increase than cycle II (X. Wang dkk., 2019). The increase in Al Quran Hadith Teacher Performance in cycle III was influenced by an increase in the ability of Al Quran Hadith teachers in applying the Up Grading Learning learning method to make students more familiar with learning like this so that students more easily understand the material that has been given.

CONCLUSION

The results of this study indicate that Up Grading Learning has a positive impact on improving the performance of Al Quran Hadith teachers. This can be seen from the increasing students' understanding of the material presented by the teacher (learning completeness increased from cycles I, II, and III) namely 65.00%, 75.00% and 85.00%, respectively. In the third cycle of classical student learning completeness has been achieved. Based on data analysis, it was found that student activity in the process of the Up Grading Learning method increased in each cycle. This has a positive impact on teacher performance, which can be shown by increasing the average value of students in each cycle which continues to increase. Student activities can be categorized as active, while for Al Quran Hadith teacher activities during learning they have carried out the Up Grading Learning learning steps well.

REFERENCES

- Al Kaabi, N., Zhang, Y., Xia, S., Yang, Y., Al Qahtani, M. M., Abdulrazzaq, N., Al Nusair, M., Hassany, M., Jawad, J. S., Abdalla, J., Hussein, S. E., Al Mazrouei, S. K., Al Karam, M., Li, X., Yang, X., Wang, W., Lai, B., Chen, W., Huang, S., ... Yang, X. (2021). Effect of 2 Inactivated SARS-CoV-2 Vaccines on Symptomatic COVID-19 Infection in Adults: A Randomized Clinical Trial. *JAMA*, 326(1), 35. <https://doi.org/10.1001/jama.2021.8565>
- Bers, M. U., González-González, C., & Armas-Torres, M. B. (2019). Coding as a playground: Promoting positive learning experiences in childhood classrooms. *Computers & Education*, 138, 130–145. <https://doi.org/10.1016/j.compedu.2019.04.013>

-
- Bhat, G., Danelljan, M., Van Gool, L., & Timofte, R. (2019). Learning Discriminative Model Prediction for Tracking. *2019 IEEE/CVF International Conference on Computer Vision (ICCV)*, 6181–6190. <https://doi.org/10.1109/ICCV.2019.00628>
- Bloch, E. M., Shoham, S., Casadevall, A., Sachais, B. S., Shaz, B., Winters, J. L., Van Buskirk, C., Grossman, B. J., Joyner, M., Henderson, J. P., Pekosz, A., Lau, B., Wesolowski, A., Katz, L., Shan, H., Auwaerter, P. G., Thomas, D., Sullivan, D. J., Paneth, N., ... Tobian, A. A. R. (2020). Deployment of convalescent plasma for the prevention and treatment of COVID-19. *Journal of Clinical Investigation*, 130(6), 2757–2765. <https://doi.org/10.1172/JCI138745>
- Boyarsky, B. J., Po-Yu Chiang, T., Werbel, W. A., Durand, C. M., Avery, R. K., Getsin, S. N., Jackson, K. R., Kernodle, A. B., Van Pilsum Rasmussen, S. E., Massie, A. B., Segev, D. L., & Garonzik-Wang, J. M. (2020). Early impact of COVID-19 on transplant center practices and policies in the United States. *American Journal of Transplantation*, 20(7), 1809–1818. <https://doi.org/10.1111/ajt.15915>
- Cavalli, G., De Luca, G., Campochiaro, C., Della-Torre, E., Ripa, M., Canetti, D., Oltolini, C., Castiglioni, B., Tassan Din, C., Boffini, N., Tomelleri, A., Farina, N., Ruggeri, A., Rovere-Querini, P., Di Lucca, G., Martinenghi, S., Scotti, R., Tresoldi, M., Ciceri, F., ... Dagna, L. (2020). Interleukin-1 blockade with high-dose anakinra in patients with COVID-19, acute respiratory distress syndrome, and hyperinflammation: A retrospective cohort study. *The Lancet Rheumatology*, 2(6), e325–e331. [https://doi.org/10.1016/S2665-9913\(20\)30127-2](https://doi.org/10.1016/S2665-9913(20)30127-2)
- Chen, F., Ma, Z., Ye, L., Ma, T., Zhang, T., Zhang, Y., & Huang, H. (2020). Macroscopic Spontaneous Polarization and Surface Oxygen Vacancies Collaboratively Boosting CO₂ Photoreduction on BiOIO₃ Single Crystals. *Advanced Materials*, 32(11), 1908350. <https://doi.org/10.1002/adma.201908350>
- Danish, Ulucak, R., & Khan, S. U.-D. (2020). Determinants of the ecological footprint: Role of renewable energy, natural resources, and urbanization. *Sustainable Cities and Society*, 54, 101996. <https://doi.org/10.1016/j.scs.2019.101996>
- Elsalem, L., Al-Azzam, N., Jum'ah, A. A., Obeidat, N., Sindiani, A. M., & Kheirallah, K. A. (2020). Stress and behavioral changes with remote E-exams during the Covid-19 pandemic: A cross-sectional study among undergraduates of medical sciences. *Annals of Medicine and Surgery*, 60, 271–279. <https://doi.org/10.1016/j.amsu.2020.10.058>
- Fatani, T. H. (2020). Student satisfaction with videoconferencing teaching quality during the COVID-19 pandemic. *BMC Medical Education*, 20(1), 396. <https://doi.org/10.1186/s12909-020-02310-2>
- Ferentinos, K. P. (2018). Deep learning models for plant disease detection and diagnosis. *Computers and Electronics in Agriculture*, 145, 311–318. <https://doi.org/10.1016/j.compag.2018.01.009>
- Garrido-Castro, A. C., Lin, N. U., & Polyak, K. (2019). Insights into Molecular Classifications of Triple-Negative Breast Cancer: Improving Patient Selection for Treatment. *Cancer Discovery*, 9(2), 176–198. <https://doi.org/10.1158/2159-8290.CD-18-1177>
- Hwangbo, J., Lee, J., Dosovitskiy, A., Bellicoso, D., Tsounis, V., Koltun, V., & Hutter, M. (2019). Learning agile and dynamic motor skills for legged robots. *Science Robotics*, 4(26), eaau5872. <https://doi.org/10.1126/scirobotics.aau5872>
- Jiao, L., Zhang, R., Wan, G., Yang, W., Wan, X., Zhou, H., Shui, J., Yu, S.-H., & Jiang, H.-L. (2020). Nanocasting SiO₂ into metal–organic frameworks imparts dual
-

-
- protection to high-loading Fe single-atom electrocatalysts. *Nature Communications*, 11(1), 2831. <https://doi.org/10.1038/s41467-020-16715-6>
- Kalyanaraman, B. (2020). Teaching the basics of the mechanism of doxorubicin-induced cardiotoxicity: Have we been barking up the wrong tree? *Redox Biology*, 29, 101394. <https://doi.org/10.1016/j.redox.2019.101394>
- Keshav, M., Julien, L., & Miezal, J. (2022). The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education. *Journal International of Lingua and Technology*, 1(2), 79–98. <https://doi.org/10.55849/jiltech.v1i2.85>
- Khatib, S. F. A., Abdullah, D. F., Elamer, A. A., & Abueid, R. (2021). Nudging toward diversity in the boardroom: A systematic literature review of board diversity of financial institutions. *Business Strategy and the Environment*, 30(2), 985–1002. <https://doi.org/10.1002/bse.2665>
- Koziaz, A., Sne, N., Kegel, F., Nath, S., Badhiwala, J. H., Nassiri, F., Mansouri, A., Yang, K., Zhou, Q., Rice, T., Faidi, S., Passos, E., Healey, A., Banfield, L., Mensour, M., Kirkpatrick, A. W., Nassar, A., Fehlings, M. G., Hawryluk, G. W. J., & Almenawer, S. A. (2019). Bedside Optic Nerve Ultrasonography for Diagnosing Increased Intracranial Pressure: A Systematic Review and Meta-analysis. *Annals of Internal Medicine*, 171(12), 896. <https://doi.org/10.7326/M19-0812>
- Li, N., Xu, R., & Li, Y. (2019). Molecular Networks of Seed Size Control in Plants. *Annual Review of Plant Biology*, 70(1), 435–463. <https://doi.org/10.1146/annurev-arplant-050718-095851>
- Manfredi, L. R., Stokoe, M., Kelly, R., & Lee, S. (2021). Teaching Sustainable Responsibility through Informal Undergraduate Design Education. *Sustainability*, 13(15), 8378. <https://doi.org/10.3390/su13158378>
- Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, 3(1), 100101. <https://doi.org/10.1016/j.ssaho.2020.100101>
- Petillion, R. J., & McNeil, W. S. (2020). Student Experiences of Emergency Remote Teaching: Impacts of Instructor Practice on Student Learning, Engagement, and Well-Being. *Journal of Chemical Education*, 97(9), 2486–2493. <https://doi.org/10.1021/acs.jchemed.0c00733>
- Qureshi, M., Mahdiyyah, D., Mohamed, Y., & Ardchir, M. (2022). Scale For Measuring Arabic Speaking Skills In Early Children's Education. *Journal International of Lingua and Technology*, 1(2), 114–130. <https://doi.org/10.55849/jiltech.v1i2.81>
- Rizun, M., & Strzelecki, A. (2020). Students' Acceptance of the COVID-19 Impact on Shifting Higher Education to Distance Learning in Poland. *International Journal of Environmental Research and Public Health*, 17(18), 6468. <https://doi.org/10.3390/ijerph17186468>
- Smutny, P., & Schreiberova, P. (2020). Chatbots for learning: A review of educational chatbots for the Facebook Messenger. *Computers & Education*, 151, 103862. <https://doi.org/10.1016/j.compedu.2020.103862>
- Soffer, T., & Cohen, A. (2019). Students' engagement characteristics predict success and completion of online courses. *Journal of Computer Assisted Learning*, 35(3), 378–389. <https://doi.org/10.1111/jcal.12340>
-

-
- Tokarew, N., Ogonek, J., Endres, S., Von Bergwelt-Baildon, M., & Kobold, S. (2019). Teaching an old dog new tricks: Next-generation CAR T cells. *British Journal of Cancer*, 120(1), 26–37. <https://doi.org/10.1038/s41416-018-0325-1>
- Tran, T. X., & Pompili, D. (2019). Joint Task Offloading and Resource Allocation for Multi-Server Mobile-Edge Computing Networks. *IEEE Transactions on Vehicular Technology*, 68(1), 856–868. <https://doi.org/10.1109/TVT.2018.2881191>
- Walton, E., & Rusznyak, L. (2020). Cumulative knowledge-building for inclusive education in initial teacher education. *European Journal of Teacher Education*, 43(1), 18–37. <https://doi.org/10.1080/02619768.2019.1686480>
- Wang, M.-T., L. Degol, J., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review*, 57, 100912. <https://doi.org/10.1016/j.dr.2020.100912>
- Wang, T., Yang, X., Xu, K., Chen, S., Zhang, Q., & Lau, R. W. H. (2019). Spatial Attentive Single-Image Deraining With a High Quality Real Rain Dataset. *2019 IEEE/CVF Conference on Computer Vision and Pattern Recognition (CVPR)*, 12262–12271. <https://doi.org/10.1109/CVPR.2019.01255>
- Wang, X., Liu, Q., Wu, S., Xu, B., & Xu, H. (2019). Multilayer Polypyrrole Nanosheets with Self-Organized Surface Structures for Flexible and Efficient Solar–Thermal Energy Conversion. *Advanced Materials*, 31(19), 1807716. <https://doi.org/10.1002/adma.201807716>
- Xiao, J.-D., & Jiang, H.-L. (2019). Metal–Organic Frameworks for Photocatalysis and Photothermal Catalysis. *Accounts of Chemical Research*, 52(2), 356–366. <https://doi.org/10.1021/acs.accounts.8b00521>
- Xie, X., Liang, S., Gao, J., Guo, S., Guo, J., Wang, C., Xu, G., Wu, X., Chen, G., & Zhou, J. (2020). Manipulating the ion-transfer kinetics and interface stability for high-performance zinc metal anodes. *Energy & Environmental Science*, 13(2), 503–510. <https://doi.org/10.1039/C9EE03545A>
- Zhu, J.-N., Zhu, X.-Q., Cheng, F.-F., Li, P., Wang, F., Xiao, Y.-W., & Xiong, W.-W. (2019). Preparing copper doped carbon nitride from melamine templated crystalline copper chloride for Fenton-like catalysis. *Applied Catalysis B: Environmental*, 256, 117830. <https://doi.org/10.1016/j.apcatb.2019.117830>
-

Copyright Holder :

© Pathurohman et al. (2021).

First Publication Right :

© At-Tasyrih: Jurnal Pendidikan dan Hukum Islam

This article is under:

