

**DESIGN FOR LEARNING AL-QUR'AN HADITH MODEL FLIPPED CLASSROOM BASED ON MICROSOFT TEAMS IN MAN IC PASER, INDONESIA**

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**Abstract:**

This study aims to determine the flipped classroom model learning design application using Microsoft 365 as a medium for independent and group study spaces to interact and communicate virtually through video conferences. There are two activities carried out by students in applying the flipped classroom model, namely activities outside the classroom to study material and find important information related to the material. The second student activity is an activity in the classroom that includes presentations, discussions, and discussions followed by a teacher's reflection. The researcher conducted the research at MAN IC Paser Indonesia with a qualitative descriptive method. By using the flipped classroom model, which is integrated with Microsoft 365 (Teams), students are more motivated to be creative and innovate to build the expected thinking skills, namely critical thinking, creative thinking, and solving problems that will form long-term memory.

Keywords: Learning Design, Flipped Classroom, Thinking Skills, Microsoft Teams

**1. Introduction**

The increase in covid-19 cases raised Paser's status from the yellow zone to orange. Areas with red zones and areas with orange zones cannot carry out a face to face learning process. (Kemendikbud, 2020) The learning process for the new 2020/2021 school year in Paser, East Kalimantan continues to work from home or learn from home along with the addition of positive cases of covid- 19. (Paser, 2020) Efforts are made for learning activities so that students' cognitive, affective, and psychomotor processes continue to develop. (Kustandi & Darmawan, 2020) MAN IC Paser as one of the educational institutions in Paser, East Kalimantan, is a dormitory-based public madrasah that has since April 2020, through instructions from the head of the madrasa, has also implemented the learning process from home using online learning. Online policies are the right solution in teaching and learning in the midst of a global covid case. (Mashinini, 2020) Online learning connected to the

internet is a wise choice to make it easier for students to learn and as a source of information in finding important things related to the subject matter. (Akaranga & Macau, 2016)

### **1.1 Learning Design of Al-Qur'an Hadith**

The learning process is generally carried out through formal education, which contains subjects regulated in the curriculum. (Khair et al., 2020) In the 2013 curriculum at madrasas, competencies that must be achieved, both general subjects and religious subjects, one of which is the Al-Qur'an Hadith, has focused on the core competencies for each level. Al-Qur'an Hadith is one of the main subjects in madrasas, which in the learning process includes four core competencies (KI). Based on the 2013 curriculum revision through Permendikbud no. 21 of 2016 for each competency level consisting of core competence 1 (KI-1) spiritual attitude, core competency 2 (KI-2) social attitudes, core competency 3 (KI-4) knowledge, and core competence 4 (KI-4) (Mulyasa, 2018)

This revision entrusts PAI teachers to realize the four core competencies in the learning process of the material taught, one of which is in the subject of Al-Qur'an Hadith. In learning Al-Qur'an Hadith, both the spiritual realm (KI-1), the social sphere (KI-2), and the social sphere can be carried out well but not optimal in the realm of skills (KI-4), namely the appearance of thinking skills in the form of reasoning, cultivating, and presenting in an effective, creative, productive, critical, independent, collaborative, communicative, solution. Students' skills are more often towards temporary memory, which is memorization in nature and is still patterned in the old way. (Malikah et al., 2016)

Students' thinking skills are only limited to the ability to mention those that are still memorized or copy and paste sentences in textbooks that describe not yet They are exposed to students' reasoning abilities because the learning that is designed has not been managed properly, only pursuing the target of mastery of the material (Bala, 2018) so that student competencies are limited to temporary memory skills but fail to form students who can solve various problems in life that will be lived. (Hadi, 2016)

### **1.2 The role of Islamic education teachers in designing Al-Qur'an Hadith lessons**

PAI teachers as education managers are still constrained in producing learning designs that can motivate student learning so that thinking skills develop and are trained so that meaningful experiences are obtained in the learning process of Al-Qur'an Hadith. According to Sale (2011), learning design is a planning process for the development and achievement of educational and training materials to effectively lead to the achievement of learning objectives and to assist students in the learning process so that the expected skills are obtained, namely problem-solving skills, decision-making skills, critical thinking skills (Setyosari, 2020) and creative thinking skills (Uno, 2019)

In designing learning, Islamic education teachers need to present a motivating learning process to activate students to innovate, be creative and stimulate students' thinking skills.

Learning activities can lead to learning objectives that are expected if students have self-motivation in learning to get meaningful learning. (Rahayu et al., 2020) According to Hanafiah and Suhana (2019: 16) in Kurniawan explaining that learning motivation is a driving force (power motivation) (driving force) a tool to build a strong willingness and desire in students to learn actively, creatively, innovatively, and happily in the context of changing behavior in both cognitive, affective and psychomotor aspects (Kurniawan, 2019)

In reality, learning motivation grows from teaching innovation or learning as creativity, which makes teacher teaching and student learning more focused, fluent, and students become familiar with the material. (Ridho Muttaqin, 2020) According to Munandar (1988) in Riyanti, creativity is a personal trait that an individual owns (not a social trait lived by society) and can be seen from his ability to create something new. Meanwhile, according to Webster's Dictionary (2014) states creativity as the ability or strength to create and then make a new and shaped existence.

The novelty here is that the existing combinations are given different compositions to produce something new. (Riyanti, 2019) The novelty of learning creativity can be seen in the teachers who are competent in designing learning that directs the improvement of students' thinking abilities to the critical thinking level. (Nurjaman, 2020) Critical thinking is one of the other forms of thinking skills as a result of the learning design created by the teacher; besides that, the use of appropriate methods, strategies, models, and media can help students solve problems and have a good effect on student self-efficacy (Fitriyana et al., 2020)

## **2. Literature review**

To direct students to the expected thinking skills, namely creative thinking, critical thinking, problem-solving thinking, to make long-term memory skills following learning conditions that must be done online, they can apply an active and collaborative learning model, including the flipped classroom model. According to Pramana et al., the term flipped classroom was first introduced by J. Wesley Baker in 2000. Flipped in Indonesian is defined as an inverted condition. According to Yulietri et al., flipped classrooms are an unusual learning process; namely, the subject matter is studied at home before the class starts. In contrast, when the class starts, students only need to discuss material or problems that have not been understood and do assignments. Whereas Johnson argues that the flipped classroom is a learning model that minimizes direct learning from the teacher but maximizes indirect teaching with the support of material that can be accessed online by students. (Muslimin, 2020) A flipped classroom is suitable as an active and collaborative learning model that involves students to carry out activities, including presentations in class and small debates (Silberman, 2013)

The flipped classroom model in Microsoft Teams is very suitable for the current online learning conditions that rely on the power of the internet as the energy source needed. According to Sanjaya (2012: 219-232) in Zainiyati, the internet is a global network that can be connected to thousands to millions of computers or laptops. Meanwhile, according to Brace (1997), a computer or laptop with the power connected to the internet can build communication with one another (Zainiyati, 2017).

With the internet's presence in online learning activities, Microsoft Teams can function as a medium for implementing the flipped classroom model.

Microsoft Teams or Microsoft 365 is a service that refers to the concept of Software as a Services (SaaS), where users are allowed to access email, contact documents, calendars, and collaborate anywhere the hardware supports that in the form of a PC, laptop, tablet or smartphone.

In several studies, it was found that the application of flipped classrooms with a scientific approach can improve student mathematics learning outcomes. (Bayu & Suci, 2018) other research results related to the flipped classroom model also proves that flipped classrooms significantly affect student achievement, namely writing learning. (Mubarok et al., 2019)

From the background and several previous studies, the author is interested in knowing the effectiveness of flipped classrooms integrated with Microsoft Teams as a communication medium for students in learning Al-Qur'an Hadith and its effect on student learning motivation.

### **3. Research methods**

The research is based on a case study at MAN IC Paser, which was conducted through interviews via WhatsApp and observation and documentation during student and teacher activities. Identify the flipped classroom model's application with Microsoft Teams media in the learning process of Al-Qur'an Hadith. The research method used is a type of qualitative research, namely, a research method that is based on natural conditions. (Sugiyono, 2018) Described descriptively based on the results of the analysis of observations of the Al-Qur'an Hadith's learning activities, the material for class XI IPA 1 competes in the goodness that is done virtually online.

### **4. Results and discussion**

The steps for preparing a flipped classroom in Microsoft Teams are in stages: the teacher making material slides, grouping students, and instructing activities in the Microsoft Teams room. Students understand the material slides, study and communicate with friends as a group, carry out assignments (independently, in one team group, one class video conference activity).

The teacher assigns students to study the Al-Qur'an Hadith material's learning activities for the upcoming meeting asynchronously (non-face to face) through a PowerPoint slide show of material competing in the goodness shared by the teacher on Microsoft Teams. Students learn and understand what the teacher shares to understand independent learning activities before meeting face to face in class. Besides, what has been shared in Microsoft Teams was in student groupings determined by the teacher in small groups.

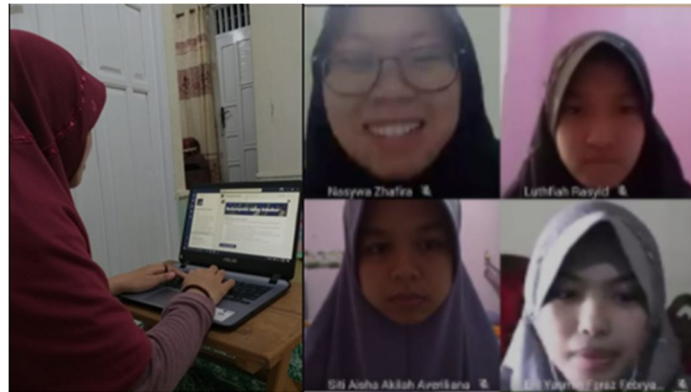
This group is adjusted to the number of sub-subjects that exist in the material competing in goodness. Four sub-topics must be studied by each group, namely group 1 QS material analysis task. 2: 148 about doing good deeds, group 2 QS analysis task. 35: 32 regarding some attitudes towards the Qur'an, group 3 QS analysis task. 16: 97 regarding the repayment of righteous deeds,

and group 4 tasks of analyzing the hadith narrations of Bukhari from Abu Hurairah about the suggestion of good deeds as soon as possible (Bukhori, 2020)

#### 4.1 Implementation of Al-Qur'an Hadith learning with flipped classroom model

There are two activities that students must do, namely activities outside the classroom and activities in the classroom. Activities outside the classroom, where students independently understand and study the material following their respective group assignments and find statements of the essence of the material competing in goodness. After finding the essence statement, students communicate with a group of friends outside the Teams video conference meeting. Activities in the class video conference team meeting, where student representatives in each group make presentations on their groups' findings on each predetermined task followed by discussion, reflection, and reinforcement from the teacher regarding the assignment's findings. Activities in the classroom end with a resume related to the discussion, discussion, and reinforcement given by the teacher.

The picture of Flipped classroom activities outside the classroom and inside the classroom



#### 4.2 The role of Microsoft teams in implementing flipped classroom learning Al-Qur'an Hadith

Microsoft Teams (365) comes with an educational form with facilities and features in the form of a Microsoft office, website, file sharing, mobility, email and calendar, office web apps, instant conversations (attendance and conferences), security, and trust. (Ferdiana et al., 2013) Microsoft 365 is for anyone who has activated a school or college account. Microsoft 365 (Teams) is a transformation of learning in the realm of education. Microsoft Teams (Teams) is the digital hub that teachers and school leaders need. Microsoft Teams integrates conversation, content, and applications in one place, streamlining workflows for administrators and enabling teachers to create a vibrant and personal learning environment. Teams exist, serve as collaborative classrooms, personalize learning with assignments, connect with colleagues in the Professional Learning Community (PLC), and streamline staff communication. The team supports teacher-to-teacher collaboration as well as classroom collaboration and communication. In short, it is a tool that can help educators' administrative and classroom tasks, save teachers time and teach students future-ready skills (Herlandi, 2020)

Microsoft Teams are used as an online medium to facilitate MAN IC Paser students learning at asynchronous and synchronous times. Microsoft Teams as a teacher teaching space is very efficient and effective for teachers, considering its complete features. Flexible use for learning can be used online as well as face-to-face. With only one account simultaneously, when the teacher wants to explain face-to-face online, directly using the video conference (vicon) menu to join, students who are already online can join. Students can communicate with friends without waiting for the teacher's video conference link to discuss the online class directly.

Steps in using the existing features in Microsoft Teams for the implementation of learning, namely getting a madrasah account (for example student name@manicpaser.sch.id) followed by logging in to Teams, using the web: www.office.com, desktop applications or Android phones, and using an account obtained from the madrasah (teacher): Office 365 account and password. After that, look for the Teams menu and create an online class in Teams; for example, Al-Qur'an Hadith Class XI IPA 1 and so on. Then create a menu for meetings with categories (the title of the Qur'anic subject matter example competing in kindness).

Furthermore, the teacher provides instructional instructions for learning in the special menu for posts and continues with the students who post-back (reply comments on the special menu of posts about the essence of the sub-discussion of material related to sub-material in the special menu competing in goodness. Students join the meeting. Meetings to convey each sub-task's essence through face-to-face online video conference from a special menu link distributed for collaboration between students to work together on assigned materials and collect resume assignments using the OneNote class menu (student's personal notebook).

As a Microsoft platform, Teams have strengths and weaknesses when learning Al-Qur'an Hadith. The strengths and weaknesses are shown in the table below:

Table 1 Strengths and weaknesses of Microsoft Teams

Power	Weakness
Each student has an e-mail account for learning outside the classroom and inside the classroom.	Only limited to teachers, class, and classmates to carry out the learning process.
Students can use the video conference menu anytime, anywhere, not limited to the direct meeting time	Teacher authority
Complete features	Having trouble installing and using it
It can use team teaching	In the same menu and real-time

The networks that students get are different; generally, they can be opened but require patience. Loading takes a long time due to features that are complete and cellphones with different specifications related to memory. The solution is to install Teams and delete other applications that are not needed. There are still students who do not understand how to use them; direct guidance and tutorials are carried out either via WhatsApp or live video conferences on using Teams. Complete features that support learning and a video conference menu familiar with the term video conference

can be used anytime and anywhere, not limited to the direct meeting time, but depending on the needs in achieving the learning objectives expected by the teacher from students.

All features or menus can be used simultaneously with only one account. The rich menu of collaboration between teachers, students, or vice versa. It can be used in team teaching with the same menu and real-time. Useful when supervising online classes like face-to-face (offline) by the Madrasah Principal or supervisors or related institutions. A student notebook menu (portfolio) shows that students can see themselves, while teachers can access the entire student portfolio when needed. Connected between menus with links to make it easier for teachers and students to access.

All Microsoft Teams features can function with the prerequisite that madrassas have an official domain and register the domain they own and then connect it to Microsoft and last. Still, not least, both madrassas and parents at home provide internet capacity that is always connected. The main thing is to continue to provide learning assistance by people, parents, and teachers of PAI Al-Qur'an Hadith.

#### 4.3 Learning effectiveness of the Flipped classroom model based on Microsoft Teams

After carrying out the learning process of the Al-Qur'an Hadith with the flipped classroom model integrated with Microsoft Teams, it provides a meaningful experience for students as shown in the table below:

Table 2. Statement of the flipped classroom model group based on Microsoft Teams

Group identity	Statement
Group 1	This learning model makes us independent and more creative to find information about our assignments and makes it easier for us because of the Microsoft Teams feature familiar to us.
Group 2	We became motivated to build communication with other friends, but the network still constrained us, so our communication was intermittent.
Group 3	Encouraging us to speak in front of teachers and friends plus Microsoft Teams as supporting media in implementing the flipped model is very suitable for online learning. Even though it is still effective to learn directly in school, the collaboration between models and media is beneficial today. The complete application features make it easier for us to learn, find out about assignments that have not been completed, and the video conference meeting is also effortless to explain to the teacher. Build self-activity for learning by opening the application.

Group 4	In my opinion, the Flipped classroom model helps us to understand the material better, and we are more courageous to speak. In our opinion, office 365 applications (Microsoft teams) are beautiful and easy to operate. For security, it is quite tight, you can call, you can video call, and not just the two of you, but you can have lots of people, and it's good to use for meetings, online learning or discussion activities, everything you post in Teams can be responded like, or sad, angry, disappointed, shocked and others.
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From the use of the flipped classroom model in collaboration with Microsoft Teams as an intermediary medium, it makes student learning more meaningful where students become independent, creative, find various important information related to the material besides that students build good communication between students who during online cannot interact directly but at least through video conference activities can bring back the sense of brotherhood between them.

The flipped classroom learning model trains students mentally to speak up to express statements, opinions, objections, suggestions, or criticisms through open virtual conference discussions in the meeting room in the Teams feature to make our reasoning work and our thinking skills are shifted no longer limited to what written in textbooks only.

The flipped classroom model and Microsoft Teams as the media are considered very appropriate in online learning activities, which have started to become saturated because, in almost all subjects, there are only assignment instructions in textbooks, namely read, write, work on existing questions. With the flipped classroom model, students are motivated to interact with friends in one group or with friends in one class, think creatively in reasoning when making presentations, and be critical during small debates in finding solutions to problems, learning to be a teacher for friends who have difficulty understanding the material nor use Microsoft Teams. Making Microsoft Teams or Office 365 a medium in learning Al-Qur'an Hadith makes it easier for students to organize or process learning and assignments.

## 5. Conclusion

Flipped Classroom is very suitable to be implemented as an online learning model today. The inverted class where the material is studied outside the classroom or at home and discussed during virtual (synchronous) time is integrated with Microsoft Teams as the medium is used as an online medium to facilitate students when it is asynchronous or synchronous. It is efficient and effective to train students' thinking skills so that they can reason, think critically, think creatively, and solve problems in their lives now or in the future.

With only one account simultaneously, when the teacher wants to explain face to face online, directly use the video conference menu to join, students who are already online can join. Students



can communicate with friends without waiting for the teacher's video conference link to discuss directly in the online class.

## 6. Recommendation

It would be better if the flipped classroom model integrated with Microsoft Teams as a student learning medium can be implemented in other subjects for more active and collaborative learning and following the current online learning conditions that students are living in. The flipped classroom model that is integrated with Microsoft Teams makes students get new things that are also meaningful in learning and more motivated so that students become creative and interact more with their friends and build a sense of care to help friends who don't understand.

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