

**DEVELOPMENT OF BLENDED LEARNING MODELS
UTILIZING THE AZ SCREEN RECORDER APPLICATION
FOR ENHANCING MOTIVATION AND LEARNING OUTCOMES
IN QUR'AN AND HADITH STUDIES AMONG MTs NU PEMALANG STUDENTS**

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Abstract

This study aims to develop a blended learning model utilizing the AZ Screen Recorder application to teach the Quran and Hadith, with the goal of increasing motivation and improving learning outcomes among 8th-grade students at MTs NU Petarukan Pemalang. A qualitative research design, and employing a research is utilized for this research. Primary data sources include Quran and Hadith teachers, 28 8th-grade students, as well as relevant books, articles, and research findings. Data collection techniques encompass questionnaires, documentation, and learning outcome tests. The results indicate that the development of a blended learning model incorporating the AZ Screen Recorder application leads to increased student motivation and improved learning outcomes. The study shows a 34.33% increase in motivation to learn, while learning outcomes improve by 52%. The findings suggest that blended learning using the AZ Screen Recorder application is an effective approach to teach the Quran and Hadith, as well as enhance student motivation and learning outcomes.

Keyword: Blended learning, Az Screen recorder, learning motivation, learning outcomes, learning the Quran Hadith

1. INTRODUCTION

Presently, face-to-face learning in MTs NU has experienced several impacts. First, students require a period of readjustment to adapt to face-to-face classes after the online learning period on the Covid-19 pandemic. Initial observations indicate that MTs NU students easily become bored in class, leading them to frequently request permission to use the restroom or step outside. Furthermore, some students tend to fall asleep during class. Additionally, student learning outcomes have not yet met the Minimum Completeness Criteria (KKM).

To address the need for increased motivation and improved learning outcomes, the blended learning method is being employed as a response to the rapidly changing educational landscape and advancements in technology. This approach combines online and face-to-face learning in a balanced manner, offering a more effective and efficient

learning experience for students. Through blended learning, students can independently study course materials and actively engage in discussions with teachers and peers, creating a learning environment that fosters motivation and interest, ultimately leading to positive learning outcomes. Several studies support the effectiveness of blended learning in enhancing motivation and learning outcomes. For instance, a research study titled "Increasing Learning Motivation in Blended Learning Models: A Case Study in Class II-A of Elementary School 3 Pandean in 2020/2021" demonstrated that the implementation of a blended learning model increased student motivation in the topic of measuring the weight of objects among Class II-A students at SDN 3 Pandean (Arifin and Abduh, 2021). Similarly, another study titled "Increasing Student Motivation and Learning Outcomes Using the Blended Learning Method Through the Google Classroom Application: A Case Study in Class XII MIPA 1 of SMAN 1 Kuta Selatan" The study also reported a significant improvement in student learning motivation from "good enough" in cycle I to "good" in cycle II (Sudana, 2021). Based on the findings of these studies, it is evident that research utilizing the blended learning model has shown positive effects on motivation and learning outcomes. In the current study, the authors utilized the AZ Screen Recorder application as part of the blended learning approach to achieve similar objectives.

The objective of this paper is to address the gaps in previous studies that have not explored the development of a blended learning model utilizing the AZ Screen Recorder application for teaching the Qur'an and Hadith, specifically aimed at increasing motivation and improving learning outcomes among 8th-grade students at MTs NU Petarukan Pemalang. Previous research primarily focused on discussions related to blended learning using applications such as Google Form, with limited attention given to the AZ Screen Recorder application.

The utilization of the blended learning model with the AZ Screen Recorder application is driven by the concern of low motivation and inadequate learning outcomes experienced in traditional instructional approaches. Without engaging elements, students often lack interest in the learning process, leading to boredom, sleepiness, decreased motivation, and subsequently, reduced learning outcomes. By implementing the blended learning model with the AZ Screen Recorder application, students are expected to experience heightened motivation and improved learning outcomes. This approach

introduces interactive and multimedia elements that capture students' attention and stimulate their interest in the subject matter. The application allows for the creation of engaging audiovisual content, which can enhance students' understanding and retention of the Quran and Hadith teachings.

Through blended learning, students are empowered to take charge of their learning journey. They can access learning materials at their own pace, participate in interactive discussions, and benefit from the flexibility and convenience offered by online platforms. This active involvement and personalized learning experience have the potential to reignite students' motivation and passion for learning. Additionally, the implementation of the blended learning model with the AZ Screen Recorder application provides opportunities for students to actively participate in their own learning process. They can utilize the application to record their own recitations, discussions, or presentations related to the Qur'an and Hadith.

2. LITERATURE REVIEW

2.1 Blended Learning

Blended learning, a term derived from the combination of "blended" (referring to a mix or combination) and "learning," refers to an instructional approach that combines face-to-face learning with computer-based learning. It is also commonly referred to as a hybrid course, emphasizing the integration of traditional in-person teaching with online learning components. According to Thorne (2003), blended learning provides an opportunity to merge the innovative and technological advancements offered by online learning with the interaction and participation fostered by traditional learning methods. Blended learning is considered an effective approach that integrates various strategies to optimize the learning experience. It combines face-to-face activities, computer-based learning (offline), and online learning through internet and mobile platforms (Idris, 2011: 62).

Blended learning offers several advantages. By combining face-to-face instruction and computer-based learning, blended learning capitalizes on the strengths of both approaches. It leverages the benefits of in-person interaction, immediate feedback, and guidance from instructors while harnessing the potential of digital tools and online resources to enhance content delivery, accessibility, and learner

engagement. In the context of this study, the blended learning model with the integration of the AZ Screen Recorder application aims to maximize the advantages of blended learning and utilize technology to promote motivation and improve learning outcomes in the study of the Qur'an and Hadith.

2.2 AZ Screen Recorder Application

The AZ Screen Recorder application is a screen recording application specifically designed for Android smartphones. It allows users to record their screen activities and export them as learning videos. Additionally, the application offers live streaming capabilities. There are several reasons why the AZ Screen Recorder application has been chosen for creating learning videos in this study. Firstly, the application is free and compatible with various types of Android smartphones. This accessibility ensures that it can be used widely without any cost limitations. Secondly, the application is user-friendly and does not require complicated setup or technical knowledge. Users can easily navigate through the application's features and functionalities. Lastly, the video recording process using the AZ Screen Recorder application is relatively quick, saving time for both instructors and students. However, it is worth noting that the AZ Screen Recorder application has a limitation in terms of the recording frame. It can only display half of the body when recording, as reported by Setiaji and Mursalin (Setiaji and Mursalin, 2021).

To download the AZ Screen Recorder application, users can follow these steps: Firstly, access the Google Play Store and search for the AZ Screen Recorder application. Next, go to the device's settings and locate the system apps section, which displays all applications used on the device. Find the AZ Screen Recorder application from the list and enter its permissions settings. Enable or allow the pop-up windows permission. Once completed, the application is ready to be used for screen recording (Ady, 2022). The utilization of the AZ Screen Recorder application within the blended learning model in this study aims to leverage its features and advantages to enhance the recording and sharing of learning materials related to the study of the Qur'an and Hadith

2.3 Learning Motivation

Learning motivation refers to the internal drive and desire within an individual to engage in learning activities and work towards achieving goals. According to Mc

Donald as cited in (Kompri, 2016), motivation involves a change in energy within a person's personality, accompanied by affective (emotional) reactions and behaviors directed towards goal attainment. It signifies a shift in energy levels that can manifest either in realized or unrealized actions.

Motivation plays a crucial role as it serves as the driving force behind effort and achievement. When motivation is high, it is often reflected in positive learning outcomes. (Winarsih, 2009) as cited by Erikasari highlights three functions of motivation: Activation, Direction, Selection (Erikasari, 2019).

In summary, learning motivation is a vital component in driving individuals' actions and efforts in the pursuit of knowledge and skill development. It influences the direction, intensity, and selection of activities, leading to enhanced learning outcomes.

2.4 Learning Outcomes

Learning outcomes refer to the patterns of behavior, values, ideas, attitudes, appreciation, and skills that are developed through active interaction with the environment. These outcomes result in relatively stable and lasting changes within individuals. The acquisition of these behavioral aspects is dependent on what learners have learned. The desired changes in behavior that learners should achieve after engaging in the learning process are formulated as learning objectives (Suprijono, 2009).

The success of the teaching and learning process is significantly influenced by students' learning motivation. As educators, teachers play a crucial role in encouraging students to learn and helping them achieve their goals. Wina Sanjaya proposes two functions of motivation in the learning process: Encouraging students to be active: Motivation serves as an internal driving force that stimulates individuals' behavior. The level of enthusiasm and engagement in work is largely determined by the level of motivation. Motivation serves as a driving force that directs efforts and facilitates achievement. When students have good motivation in their learning, it is more likely to lead to positive outcomes. (Sanjaya, 2010).

In summary, learning outcomes encompass the changes in behavior, values, attitudes, and skills that occur as a result of active interaction with the learning environment. The motivation of students plays a crucial role in driving their

engagement, effort, and ultimate achievement. Teachers have the responsibility to foster and nurture students' motivation to facilitate positive learning outcomes.

2.5 Learning the Qur'an and Hadith

Learning the Qur'an and Hadith is an integral part of Islamic religious education. It involves teaching students to comprehend and apply the teachings of the Qur'an and Hadith in their daily lives, as these sources form the basis of Islamic teachings. The goal of Qur'an and Hadith learning is to develop students' knowledge and understanding of these sacred texts. In this study, the focus is on learning the Qur'an and Hadith with the theme of "reaching the afterlife by abstaining from materialism, hedonism, and consumerism" (Sidik, 2020). By emphasizing the importance of prioritizing spiritual values over materialistic pursuits, students are encouraged to lead a more virtuous and fulfilling existence with the ultimate goal of attaining success in the afterlife.

Through learning the Qur'an and Hadith, students gain insights into the teachings of Islam, which encompass various aspects of life, including personal conduct, ethics, social interactions, and worship. This knowledge enables them to develop a strong foundation in their faith and apply these principles in their daily lives. By incorporating the blended learning model with the AZ Screen Recorder application into the process of learning the Qur'an and Hadith, the study aims to enhance students' motivation and learning outcomes in this important area of Islamic education.

2.6 MTs NU Petarukan

MTs NU Petarukan is a private Madrasah Tsanawiyah (Islamic junior high school) affiliated with the Al Ma'arif MWC Petarukan Education Foundation in Pemalang, Central Java. The school is officially registered under the Ministry of Education and Culture with the National School Identification Number (NPSN) 21364626. It is located at Jl. Raden Saleh No. 73, Petarukan district, Pemalang regency, Central Java (Kemendikbudristek, 2023). As an educational institution, MTs NU Petarukan provides Islamic-based education to students in the Tsanawiyah level, which typically covers grades 7 to 9. The school follows the curriculum set by the Ministry of Education and Culture, while incorporating Islamic teachings and values into the learning process.

3. METHOD

This research utilizes a qualitative research approach, specifically employing a research design. (Sugiyono, 2016). Analyze: In this stage, the researcher analyzes the current situation, identifies the needs and objectives of the study, and determines the target audience. Design: The design stage involves planning and designing the blended learning model using the AZ Screen Recorder application. This includes determining the learning objectives, content structure, instructional strategies, and assessment methods. Development: In the development stage, the researcher creates the materials and resources for the blended learning model, including recorded instructional videos, interactive activities, and assessments. The AZ Screen Recorder application will be utilized to record the necessary videos. Implementation: The implementation stage involves the actual implementation of the developed blended learning model with the AZ Screen Recorder application in the classroom. The researcher will conduct the teaching and learning activities following the designed model. Evaluation: The evaluation stage aims to assess the effectiveness and impact of the developed blended learning model on student motivation and learning outcomes.

Data collection techniques such as questionnaires, documentation, and learning outcome tests will be employed. The collected data will be analyzed to determine the level of improvement in motivation and learning outcomes. this study seeks to systematically develop, implement, and evaluate the blended learning model with the AZ Screen Recorder application in teaching the Qur'an and Hadith to 8th-grade students at MTs NU Petarukan Pematang.

The primary data sources for this study consist of the Hadith and Qur'an teachers involved in the instructional process, as well as the 28 grade VIII students at MTs NU Petarukan. These individuals will provide valuable insights, perspectives, and feedback on the implementation of the blended learning model with the AZ Screen Recorder application.

The researchers in this study employed multiple data collection techniques to gather relevant information on the development and implementation of the blended learning model with the AZ Screen Recorder application. The data collection techniques utilized include questionnaires, documentation, and learning achievement

tests. Student motivation questionnaires were used to assess the students' motivation levels before and after the implementation of the blended learning model. The researchers collected documentation related to the madrasah profile, student names, and an overview of the implementation of learning activities. Learning achievement tests were used to assess the learning outcomes before and after the implementation of the blended learning model. These tests aimed to measure the students' knowledge and understanding of the Qur'an and Hadith and to evaluate any improvements resulting from the use of the blended learning model. This combination of data collection methods allows for a more comprehensive assessment of the effectiveness and impact of the intervention.

The researchers in this study employed descriptive statistical analysis as the data analysis technique. Descriptive statistics are used to describe and summarize the collected data, typically presented in the form of tables or charts. The analysis includes measures such as mean, median, maximum, minimum, and standard deviation (Ghozali, 2016). The data analysis process in this study involved the following steps: Processing Questionnaire Results, descriptive statistics were used to analyze and describe the responses obtained from the questionnaire. This analysis aimed to provide insights into the changes in student motivation throughout the intervention. The researchers conducted learning outcome tests both before and after implementing the blended learning model. The test results were analyzed to assess the impact of the treatment. The t-test, with a significance level of 0.05 ($\alpha = 5\%$), was employed to determine whether the treatment had a significant effect on student learning outcomes. This statistical test helps to evaluate the significance of the relationship between the variables being studied.

4. DISCUSSION RESULTS

4.1 Implementation of Blended Learning with the AZ Screen Recorder Application

Based on the expert understanding of blended learning, in the implementation of blended learning using the AZ Screen Recorder application, these components are incorporated in different stages. Online Learning: The AZ Screen Recorder application is utilized for online learning activities. It enables students to access recorded instructional videos and other online resources anytime and anywhere.

Students can engage with the materials independently, review them as needed, and progress at their own pace. The application offers flexibility and convenience in accessing learning content. a. Independent Learning: The AZ Screen Recorder application also facilitates independent learning. Students can record their own recitations, discussions, or presentations related to the Qur'an and Hadith using the application. This promotes active engagement and allows students to take ownership of their learning. They can review their recordings, identify areas for improvement, and reflect on their progress independently. b. Face-to-Face Learning: In face-to-face learning, the PowerPoint application is utilized alongside the AZ Screen Recorder application. The PowerPoint application enhances the traditional face-to-face classroom setting by incorporating multimedia elements, such as slides. It provides visual aids and interactive content to support the delivery of lessons and stimulate student engagement during in-person sessions.

By incorporating the AZ Screen Recorder application in the online and independent learning components, and the PowerPoint application in face-to-face learning, the implementation of blended learning with these tools provides a comprehensive and integrated approach to teaching the Qur'an and Hadith. It combines the advantages of technology-enhanced learning with the benefits of face-to-face interaction, creating a dynamic and engaging learning environment for students.

During the planning stage, the researcher prepared learning materials for Chapter 5, focusing on the theme of achieving the afterlife by avoiding materialistic, hedonic, and consumptive lifestyles. The learning material was developed in the form of PowerPoint slides, which were adapted from the teacher's handbook for Grade 8 published by the Ministry of Education and Culture in 2020. The choice of this material was made to align with the specific theme to be taught by the Qur'an and Hadith teacher.

After converting the material into PowerPoint format, the researcher proceeded to create learning media using the AZ Screen Recorder application. The steps for activating the AZ Screen Recorder application were as follows (Setiaji and Mursalin, 2021): The implementation stage of creating learning videos begins by opening the prepared PowerPoint material on an Android smartphone. The researcher then opens

the AZ Screen Recorder application on the smartphone. Access to the video recording function needs to be granted to start recording videos. Once the AZ Screen Recorder application is open, the researcher simultaneously opens the material file that needs to be taught. Before starting the recording, the application settings need to be configured. This includes selecting the settings button and activating the camera feature, which displays the speaker or presenter during the recording. With the camera feature turned on and the material opened, the researcher starts recording by pressing the video icon button. The researcher explains the material displayed on the smartphone screen while recording. Once the researcher has finished explaining all the learning material, the recording can be saved by pressing the stop button. The recorded video is automatically saved to the smartphone's gallery. After the video recording is saved on the Android smartphone, it is essential to review the recording for quality, including sound and picture clarity. Once the video is confirmed to be of good quality, it is ready to be shared.

These steps outline the process of using the AZ Screen Recorder application to create instructional videos from the prepared PowerPoint material. By utilizing this application, the researcher was able to record and save the instructional videos for later use in the blended learning model.

During the implementation stage, there were two implementations: one before the treatment and one after the treatment. The control group, consisting of Class 8 A with 28 students, received the same treatment as before, which involved traditional lecture-based learning without the use of IT-based learning media. The teacher relied on book sources, whiteboards, and markers during the 2-hour lesson. The following steps were taken during the implementation: a. Introduction: The teacher begins the lesson by introducing the topic and setting the context for learning. b. Learning Objectives: The teacher conveys to the students what they are expected to achieve in order to learn about leading a life that avoids materialistic, hedonic, and consumptive behaviors. c. Core Activities: The teacher delivers the lesson content, providing explanations and examples related to the theme of the afterlife and the avoidance of materialistic lifestyles. d. Questions and Answers: The teacher engages students in interactive discussions and encourages them to ask questions and provide answers related to the material being taught. e. Closing: The teacher concludes the lesson,

summarizes the key points, and reinforces the main concepts covered. f. Reflection: The teacher provides an opportunity for students to reflect on what they have learned, encouraging them to think critically about the topic and consider its significance in their lives.

This implementation stage describes the traditional lecture-based approach used in the control group prior to the introduction of the blended learning model with the AZ Screen Recorder application. The purpose of this stage was to establish a baseline for comparison with the subsequent implementation of the blended learning model to evaluate its impact on student motivation and learning outcomes.

In the implementation stage of face-to-face blended learning, the following steps were taken: a. Introduction: The teacher begins the lesson by introducing the topic and creating an engaging learning environment for students. b. Learning Objectives: The teacher conveys to the students what they are expected to achieve in order to learn about leading a life that avoids materialistic, hedonic, and consumptive behaviors. c. Core Activities: The teacher delivers the lesson content using a PowerPoint presentation. The PowerPoint slides contain the material related to the theme of achieving the afterlife by avoiding materialistic, hedonic, and consumptive lifestyles. d. Questions and Answers: The teacher encourages student participation by asking questions and facilitating discussions related to the material being presented. Students have the opportunity to provide answers, share their thoughts, and seek clarification. e. Closure: The teacher concludes the lesson by summarizing the key points covered in the presentation and emphasizing their significance in relation to the afterlife and avoiding materialistic behaviors. f. Reflection: The teacher provides a reflection activity where students have the opportunity to think critically about the material presented. Students may be asked to share their insights, personal reflections, or connections to their own lives.

During this implementation stage, face-to-face interactions are combined with the use of PowerPoint slides to enhance the learning experience. The teacher's role is to facilitate the discussion and guide students in understanding and applying the concepts related to leading a meaningful life and avoiding materialistic tendencies. This blended learning approach aims to create an interactive and engaging learning environment that promotes student participation, critical thinking, and reflection.

In the implementation stage of blended learning with the AZ Screen Recorder application, video recordings created using the application were uploaded to YouTube. This was done because the duration of the videos was relatively long, around 15 minutes, making it difficult to directly share them on each student's cellphone. To overcome this, the researcher distributed the YouTube link address to the Qur'an and Hadith teacher, who then shared it with the students via a WhatsApp group. By sharing the YouTube link, students were able to access and view the learning videos from their respective homes. This approach provided flexibility and convenience, allowing students to engage with the instructional content at their own pace and convenience. They could replay the videos as needed, review specific sections, and further reinforce their understanding of the material. Utilizing platforms like YouTube for sharing instructional videos ensures that the content is easily accessible and available to students beyond the classroom setting. It allows for asynchronous learning, enabling students to access the videos at any time and from anywhere with an internet connection. This blended learning approach combines face-to-face interactions in the classroom with the use of technology to extend learning beyond the physical boundaries of the school

4.2 The Effectiveness of Blended Learning with the AZ Screen Recorder Application in Increasing Student Learning Motivation

4.2.1 Data on Pre-Treatment Motivation Test Results

The pre-treatment motivation test consisted of 25 questions administered to a sample of 28 students. Each question had four answer choices, and each choice represented a different level of agreement or disagreement with the statement. The scoring system used was as follows:

SS (Strongly Agree): 4 points if the statement strongly aligns with the students' feelings.

S (Agree): 3 points if the statement tends to be appropriate but not fully in agreement with the students' feelings.

TS (Disagree): 2 points if the statement tends to be inappropriate but not completely in disagreement with the students' feelings.

STS (Strongly Disagree): 1 point if the statement strongly does not match the students' feelings.

For positive statements, the conversion values were as follows: SS = 4, S = 3, TS = 2, STS = 1. For negative statements, the conversion values were reversed: SS = 1, S = 2, TS = 3, STS = 4.

The total results of the pre-treatment motivation test are as follows:

Table 1

Pre-Treatment Motivation Test Results Data

	Total	1465
	Average	52,32143
	Variance	35,80952
	Standard Deviation	5,984106

Based on the data analysis, the researchers utilized descriptive statistics to gain insights into the students' learning motivation before the treatment. Descriptive statistics involve measures such as mean, median, maximum, minimum, variance, and standard deviation. Here is a summary of the descriptive statistics based on the provided data:

Total Score of Students' Learning Motivation: 1.465

Maximum Score: 65

Minimum Score: 47

Mean (Average) Score: 52.32143

Variance: 35.80952

Standard Deviation: 5.984106

These statistics provide a descriptive summary of the students' learning motivation before the treatment. The mean score of 52.32143 indicates the average level of motivation among the students. The minimum and maximum scores show the range of motivation scores observed in the sample. The variance and standard deviation provide information about the spread or dispersion of the motivation scores, indicating the degree of variation among the students. By examining these descriptive statistics, the researchers can better understand the initial level of student motivation and establish a baseline for comparison with the post-treatment data. This allows for a more comprehensive analysis of the effectiveness of the blended learning approach with the AZ Screen Recorder application in increasing student motivation.

4.2.2 Post-Treatment Learning Motivation Results Data

The motivation test questions in this study consisted of 25 questions that were tested on a sample of 28 students in the form of a questionnaire. The post-treatment statement formulation is the same as the pre-treatment statement formulation. There are four answer choices, each of which has the following meaning: SS (Statement strongly agree if the statement really matches what is felt). S (Statement agrees if the statement tends to be appropriate but does not fully agree with what is felt. TS (Statement disagrees if the statement tends to be inappropriate but does not completely disagree. STS (Statement strongly disagrees if the statement really does not match what is felt) .With the following results:

Table 2

Data on Post-Treatment Motivation Test Results

	Total	1968
	Average	70,28571
	Variance	40,85053
	Standard Deviation	6,391442

Based on the data analysis using descriptive statistics, here is a summary of the descriptive statistics for the post-treatment learning motivation scores:

Total Score of Students' Learning Motivation: 1968

Maximum Score: 83

Minimum Score: 62

Mean (Average) Score: 70.28571

Variance: 40.85053

Standard Deviation: 6.391442

These descriptive statistics provide insights into the students' learning motivation after the treatment. The mean score of 70.28571 indicates the average level of motivation among the students after implementing the blended learning model with the AZ Screen Recorder application. The minimum and maximum scores show the range of motivation scores observed in the sample after the treatment. The variance and standard deviation provide information about the spread or dispersion of the motivation scores, indicating the degree of variation among the students' motivation

levels after the treatment. By comparing these descriptive statistics with the pre-treatment data, it can be observed whether there has been a change in the students' learning motivation after implementing the blended learning model. The increase or decrease in mean scores, as well as changes in the range, variance, and standard deviation, can provide insights into the effectiveness of the blended learning approach in increasing student motivation.

Based on the provided data and the t-test analysis with a significance level of 5%, the researchers processed the data to determine the effectiveness of the blended learning model with the AZ Screen Recorder application in increasing student learning motivation. Here is a step-by-step breakdown of the data processing and the conclusion drawn:

Hypothesis:

H0: $\mu_1 \leq \mu_2$ (The new method doesn't increase students' learning motivation)

H1: $\mu_1 > \mu_2$ (The new method increases students' learning motivation)

Significance Level:

$\alpha = 5\%$

Test Statistics:

$t = ((\bar{X}_1 - \bar{X}_2) - d_0) / (S_p \sqrt{(1/n_1 + 1/n_2)})$, which follows a t-distribution with $n_1 + n_2 - 2$ degrees of freedom

Computing:

$S_p = 38.33$ (the pooled standard deviation)

$t = (52.3214 - 70.2857) / (38.33 \sqrt{(1/28 + 1/28)}) = -1.7536$

Critical Area:

$T_{0.05;54} = 1.684$ (from the t-table)

$DK = \{t \mid t < -1.684 \text{ or } t > 1.684\}$

Test Decision:

Since $t = -1.7536$ does not fall in the critical area, we reject the null hypothesis (H0).

Conclusion:

Based on the test decision, we conclude that the new method of blended learning with the AZ Screen Recorder application increases student learning motivation.

In summary, the analysis indicates that the blended learning model with the AZ Screen Recorder application has a positive impact on student learning motivation. The

null hypothesis is rejected, suggesting that the new method effectively enhances students' motivation to learn.

Based on the data provided, the calculation shows that the enhancement in student learning motivation after implementing the blended learning model with the AZ Screen Recorder application is 34.33%. This percentage increase is calculated by subtracting the pre-treatment motivation score (1465) from the post-treatment motivation score (1968), dividing it by the pre-treatment motivation score, and multiplying by 100%. $\% \text{ Enhancement} = (1968 - 1465) / 1465 * 100\% = 34.33\%$. This result indicates that the blended learning approach using the AZ Screen Recorder application is effective in increasing student learning motivation. The significant improvement of 34.33% demonstrates the positive impact of the blended learning model on student motivation in learning the Qur'an and Hadith.

4.3 The Effectiveness of Blended Learning with the Az Screen Recorder Application in Improving Student Learning Outcomes

4.3.1 Pre-Treatment Learning Test Result Data

The test questions in this study consisted of 10 questions that were tested on a sample of 28 students. The correct answer in each question item gets a score of one (1) and the wrong answer gets a score of zero (0) with the following results:

Table 3
Pre-Treatment Learning Test Result Data

No	Name	Number test/Score										Total
		1	2	3	4	5	6	7	8	9	10	
	Total	18	18	25	13	14	13	17	12	9	11	150
	Average											5,357143
	Variance (S2)											3,571429
	Standard Deviation (S)											1,889822

Based on the data analysis, here is a summary of the descriptive statistics for the pre-treatment learning outcomes:

Total Score of Student Learning Outcomes: 150

Maximum Score: 8

Minimum Score: 2

Mean (Average) Score: 5.357143

Variance: 3.571429

Standard Deviation: 1.889822

These descriptive statistics provide insights into the students' learning outcomes before the treatment. The mean score of 5.357143 indicates the average level of achievement among the students on the pre-treatment learning test. The minimum and maximum scores show the range of scores observed in the sample. The variance and standard deviation provide information about the spread or dispersion of the learning outcomes, indicating the degree of variation among the students' scores.

By examining these descriptive statistics, the researchers can establish a baseline for comparison with the post-treatment data to determine the effectiveness of the blended learning model in improving student learning outcomes.

4.3.2 Data on Post-Treatment Learning Test Results

The test questions in the study after using the blended learning model with the Az Screen Recorder application consisted of 10 questions that were tested on a sample of 28 students. With the following results.

Table 4

Data on Post-Treatment Learning Test Results

No	Name	Number test/Score										Total
		1	2	3	4	5	6	7	8	9	10	
	Total	22	23	26	21	19	21	26	22	20	28	228
	Average											8,142857
	Variance (S ²)											3,978836
	Standard Deviation (S)											1,994702

Based on the data analysis, here is a summary of the descriptive statistics for the post-treatment learning outcomes:

Total Score of Student Learning Outcomes: 228

Maximum Score: 10

Minimum Score: 4

Mean (Average) Score: 8.142857

Variance: 3.978836

Standard Deviation: 1.994702

These descriptive statistics provide insights into the students' learning outcomes after the treatment. The mean score of 8.142857 indicates the average level of achievement among the students on the post-treatment learning test. The minimum and maximum scores show the range of scores observed in the sample after the treatment. The variance and standard deviation provide information about the spread or dispersion of the learning outcomes, indicating the degree of variation among the students' scores. By comparing these descriptive statistics with the pre-treatment data, it can be observed whether there has been an improvement in student learning outcomes after implementing the blended learning model with the AZ Screen Recorder application. The increase in mean score and any changes in the range, variance, and standard deviation can provide insights into the effectiveness of the blended learning approach in improving student learning outcomes.

4.3.3 Data Processing

Based on the provided data and the t-test analysis with a significance level of 5%, the researchers processed the data to determine the effectiveness of the blended learning model with the AZ Screen Recorder application in improving student learning outcomes. Here is a step-by-step breakdown of the data processing and the conclusion drawn:

Hypothesis:

H0: $\mu_1 \leq \mu_2$ (The new method does not improve student learning outcomes)

H1: $\mu_1 > \mu_2$ (The new method improves student learning outcomes)

Significance Level:

$\alpha = 5\%$

Test Statistics:

$t = ((\bar{X}_1 - \bar{X}_2) - d_0) / (S_p \sqrt{(1/n_1 + 1/n_2)})$, which follows a t-distribution with $n_1 + n_2 - 2$ degrees of freedom

Computing:

$S_p = 3.775$ (the pooled standard deviation)

$t = (5.357 - 8.143) / (3.775 \sqrt{(1/28 + 1/28)}) = -2.76$

Critical Area:

$T_{0.05;54} = 1.684$ (from the t-table)

$$DK = \{t \mid t < -1.684 \text{ or } t > 1.684\}$$

Test Decision:

Since $t = -2.76$ falls in the critical area, we reject the null hypothesis (H_0).

Conclusion:

Based on the test decision, we conclude that the new method of blended learning with the AZ Screen Recorder application improves student learning outcomes.

In summary, the analysis indicates that the blended learning model with the AZ Screen Recorder application has a positive impact on student learning outcomes. The null hypothesis is rejected, suggesting that the new method effectively enhances students' learning outcomes

It is important to recognize that research studies may have limitations and areas for further improvement. By acknowledging these limitations, researchers can identify areas that need further investigation and enhance the quality of future studies. Based on the results, it is evident that the blended learning model with the Az Screen Recorder application has effectively improved student learning outcomes, with an increase of 52%. This finding highlights the potential of blended learning in enhancing student achievement in learning the Qur'an and Hadith.

In future research, integrating observational data alongside the questionnaire responses can provide a more comprehensive understanding of student learning motivation. Additionally, incorporating assessments in the psychomotor domain can provide a more holistic evaluation of student learning outcomes. By addressing these limitations and expanding the scope of the study, researchers can gain deeper insights into the effectiveness of blended learning models and make more informed recommendations for educational practices. Overall, the research has made significant contributions to the field of blended learning in Islamic education. It provides valuable insights into the potential benefits of using the Az Screen Recorder application and lays the foundation for further exploration in this area.

5. CONCLUSION

In conclusion, the research study successfully developed a blended learning model using the Az Screen Recorder application for teaching the Qur'an and Hadith to class 8 students at MTs NU Petarukan. The implementation of face-to-face blended learning involved introducing the topic, conveying the core competencies, delivering

material using PowerPoint, engaging in interactive activities such as questions and answers, and concluding the lesson with reflection. Additionally, the online component of blended learning involved uploading video recordings to YouTube and sharing the link with students via WhatsApp for remote learning. The findings of the study indicate that the blended learning model with the Az Screen Recorder application was effective in increasing student learning motivation and improving learning outcomes. Student motivation increased by 34.33%, demonstrating the positive impact of blended learning on student engagement and interest in learning. Moreover, student learning outcomes showed a significant improvement, with an increase of 52% after implementing the blended learning model.

To test the effectiveness of blended learning with the Az Screen Recorder application on student learning motivation, the t-test can be used. Data processing using the t test with a significance level of 5% results in blended learning with the Az Screen recorder application which can increase student motivation with an increase of 34.33%. Students' learning motivation scores before treatment with a total of 1465, with an average of 52.32143, with a variance of 35.80952, and a standard deviation of 5.984106. While the score of students' learning motivation after treatment with a total number is 1968, with an average of 70.28571, with a Variance of 40.85053, and a standard deviation of 6.391442.

To test the effectiveness of blended learning with the Az Screen Recorder application on student learning outcomes, the t-test can be used. Data processing using the t test with a significance level of 5% results in blended learning with the Az Screen recorder application which can improve student learning outcomes with an increase of 52%. Score student learning outcomes before treatment with a total of 150, with an average of 5.357143, with a Variance of 3.571429, and a standard deviation of 1.889822. While the score of student learning outcomes after treatment with a total of 228, with an average of 8.142857, with a Variance of 3.978836, and a standard deviation of 1.994702.

Based on the findings of the study, it can be concluded that implementing the blended learning method with the Az Screen Recorder application can effectively increase student motivation and improve learning outcomes in the Al-Qur'an Hadith subject. To further enhance the implementation of blended learning, the following

suggestions can be considered: 1) Teacher Adoption: It is recommended that fellow teachers adopt the blended learning method using the Az Screen Recorder application to enhance student motivation and learning outcomes in their respective subjects. This method has shown positive results and can be beneficial in various educational settings. 2) Student Engagement: Students are encouraged to actively participate in blended learning using the Az Screen Recorder application not only in the Al-Qur'an Hadith subject but also in other subjects. Increased motivation can lead to a better understanding of concepts and ultimately improve overall learning outcomes. 3) Leadership Support: School leaders should support and encourage teachers to explore and implement blended learning methods with the Az Screen Recorder application. Providing necessary resources and professional development opportunities can enhance the effectiveness of this approach in improving student motivation and learning outcomes. By considering these suggestions, schools and educators can leverage the benefits of blended learning with the Az Screen Recorder application to create engaging and effective learning experiences for students.

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