




Research Article

Comparative Analysis of Student Learning Outcomes in Al-Qur'an Hadith Lessons Based on Learning Media

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Received : March 25, 2024

Revised : September 20, 2024

Accepted : October 23, 2024

Available online : January 22, 2025

How to Cite: Miftah Hur Rahman Zh, Muh. Ihsan Yudha Pradana, Purnomo, Yerry Soepriyanto and Fatih Budiman (2025) "Comparative Analysis of Student Learning Outcomes in Al-Qur'an Hadith Lessons Based on Learning Media ", *al-Afkar, Journal For Islamic Studies*, 8(1), pp. 241-250. doi: 10.31943/afkarjournal.v8i1.1334.

Abstract. In the era of technological advancement, technology-based media like online flipbooks and PowerPoint presentations can enhance students' learning outcomes in Quran and Hadith studies. However, research comparing the effectiveness of these two media is currently lacking. This study

investigates the impact of technology-based media on students' learning outcomes in Quran and Hadith studies, comparing online flipbooks and PowerPoint presentations. Conducted as quantitative research, it involves two independent variables (flipbook and PPT) and one dependent variable (students' learning outcomes). The participants are 50 students from classes XA and XB at Madrasah Aliyah Negeri Kota Batu. Using quantitative descriptive statistical methods and a One-Way ANOVA test, the study aims to identify any significant differences in learning outcomes. Results indicate a significant difference, with a p-value of $0.001 < 0.05$, demonstrating that students' learning outcomes differ notably between those using flipbook media and those using PPT.

Keywords: Comparative analysis, learning outcomes, al-Qur'an Hadith lesson, and learning media.

INTRODUCTION

Islamic religious education, particularly the study of the Qur'an and Hadith, constitutes a fundamental pillar in the cultivation of students' character and moral development.¹ This education not only aims to teach religious knowledge, but also to internalise the moral values contained in Islamic teachings.² In the learning process of al-Qur'an hadith, teachers play an important role in learning media that is in accordance with the characteristics of students, learning objectives, and learning contexts, especially in this era of rapid technological development.³ Along with the development of technology, various digital learning media began to be integrated into the teaching and learning process, including flipbooks and PowerPoint⁴. The use of digital media is expected to increase student interactivity, engagement and understanding of the material being taught. However, although many digital learning media are available, the effectiveness of each of these media in the context of the Qur'an Hadith lesson still requires further research to ascertain which one is more effective in improving student learning outcomes.

Based on observations conducted at MAN Kota Batu, the infrastructure and facilities available at the institution effectively support technology-based learning. This is evidenced by the use of various technology-based media by teachers, including PowerPoint (PPT), Learning Management Systems (LMS), WhatsApp, and others. A study conducted by Zh, Ardiansyah, and Dewi (2022) developed online flipbook media, which received positive responses from both students and teachers at MAN Kota Batu. These positive responses indicate that online flipbook media significantly enhances the quality of the learning process.⁵ The implementation of technology in learning, as reflected in the use of these media, not only facilitates the delivery of material in a more interactive and interesting way, but also supports deeper student engagement.⁶ This indicates that technology-based media is very suitable to be applied in teaching the Qur'an and Hadith. The use of this media allows complex material to be delivered in a way that is easier for students to understand and apply. Therefore, the integration of technology in Qur'an and Hadith learning at MAN Kota Batu is a strategic step to improve the effectiveness and efficiency of the learning process, as well as preparing students to face challenges in the digital era.

Previous studies have extensively examined the use of instructional media across various disciplines. A study by Wahyuni et al. in 2020 revealed that the

utilization of PowerPoint enhances students' learning interest, motivation, and academic performance in science education through engaging visualizations and structured presentations.⁷ On the other hand, a study by Villanueva et al in 2021 showed that flipbooks, with interactive features and a similar appearance to conventional books, can help students understand mathematics material better.⁸ However, these studies have not specifically addressed the use of flipbooks and PowerPoint in the context of learning Qur'an Hadith. This suggests a gap in the existing literature, where there needs to be research that focuses on comparing the effectiveness of learning media in teaching Qur'an Hadith material. Furthermore, a study by Putri et al in 2022 stated that digital learning media can enrich students' learning experience by providing access to a variety of interactive and easily accessible multimedia resources. However, the study also observed variability in the efficacy of digital media depending on contextual factors and the subject matter under consideration. Therefore, this research not only addresses a gap in current literature but also introduces a novel perspective on the comparative effectiveness of flipbook learning media versus PowerPoint in the context of Qur'anic Hadith education. Consequently, this study makes a substantial contribution to the advancement of evidence-based and more efficacious learning methodologies in religious education.

The purpose of this study is to conduct a comprehensive comparative analysis of students' learning outcomes in Qur'an Hadith, focusing on the effectiveness of different learning media, specifically flipbooks and PowerPoint presentations. This research aims to make a significant contribution to the Islamic education literature by identifying which of these two media is more effective in enhancing student learning outcomes. By providing empirical evidence and insights, the study seeks to guide educators in selecting the most appropriate and effective learning media for the teaching and learning process. Additionally, this research addresses a gap in the existing literature, as previous studies have not specifically examined the comparative effectiveness of different learning media in the context of Qur'an Hadith education. Beyond theoretical contributions, the study offers practical recommendations for educators based on a thorough analysis of student performance data and feedback. By highlighting the practical implications, this research equips educators with the knowledge and tools necessary to enhance their teaching practices, ultimately aiming to improve student learning outcomes. Thus, this study not only contributes to academic discourse on Islamic education but also serves as a valuable resource for practitioners seeking to optimize instructional methodologies.

This study will test the hypothesis that there is a significant difference in the learning outcomes of students who use flipbook media compared to those who use PowerPoint in learning Qur'an Hadith. This hypothesis is based on the assumption that each learning media has unique characteristics that can affect the way students understand and internalise the material. By testing this hypothesis, it is expected to find the most effective learning media to improve students' understanding of Al-Qur'an Hadith material. The results of this study are expected to provide new insights for educators and educational policy makers in an effort to improve the quality of Islamic learning in schools.

METHOD

This research project is a quantitative research that utilises two independent variables (X) and one dependent variable (Y). There are two variables, namely online flipbook (X₁) and PPT (X₂). Meanwhile, the dependent variable is the students' learning outcomes (Y). The use of this variable is intended to determine the comparison of students' learning outcomes in Quran and Hadith learning, based on the learning media used. From the aforementioned research goal, the following hypothesis is raised:

1. H⁰: there is no significant difference in student learning outcomes in learning al-qur'an hadist using flipbook and power point learning media.
2. H¹: there is a significant difference in student learning outcomes in learning al-qur'an hadist using flipbook and power point learning media.

This study involved 25 students of class XA and 25 students of class XB of Madrasah Aliyah Negeri Kota Batu. To obtain data on student learning outcomes, researchers used previous research data conducted by Zh, Ardiansyah, and Dewi 2022 (X₁), and data on student learning outcomes in classes that have used power point media (X₂).

In order to analyze the data, the researcher used Analisis Varians (ANOVA) in one way to see whether there were statistical differences that were significant in the student learning outcomes between the flipbook online and power point classes. The fundamental formula for an one way ANOVA is:

$$JKD = JKT - JKA$$

1. JKD refers to the sum of squares within groups, which represents the variability within each group.
2. JKA represents the sum of squares between groups, reflecting the variability among different groups.
3. JKT represents the total sum of squares that describes the overall variability in the data.

From this sum of squares, it is calculated by dividing the sum of squares by the degrees of freedom (DK):

1. $DKT = nT - 1$
2. $DKA = k - 1$
3. $DKD = DKT - DKA$

To determine the variance values for both groups of data, D and A, researcher utilize formulas that involve the between-group degrees of freedom (JK) and the within-group degrees of freedom (DK). The variance for group D (VAR_D) is computed by dividing JK_D by DK_D, while the variance for group A (VAR_A) is calculated by dividing JK_A by DK_A. After obtaining the variance values, the next step involves computing the F-ratio, denoted as Fhitung, which represents the ratio between the variance of group A and the variance of group D. To assess the statistical significance of this comparison, it is necessary to compare Fhitung with critical values obtained from the F-distribution table at a given significance level (α) and degrees of freedom for between and within groups (DKA, DKD). This allows us to determine whether there exists a significant difference in variability between the two groups of data.

The resulting F value will be compared to the critical F value at a certain significance level (often 0.05) to determine whether the difference between groups is statistically significant.

Before applying Analysis of Variance (ANOVA), it is crucial to ensure that the data satisfies two important assumptions: normality and homogeneity of variances. For testing the normality, researchers will employ the Kolmogorov-Smirnov test, while the Levene test will be used to test for variance homogeneity. If these assumptions fail to be satisfied, data transformation or the use of alternative methods such as ANOVA, which do not require the same assumptions, will be employed.

RESULT AND DISCUSSION

The research results can be reported based on the statistical analysis conducted using the SPSS (Statistical Product and Service Solution) software version 27.00 for Windows:

Table 1: Student learning outcomes in Quran Hadits learning using flipbook and PowerPoint learning media

Descriptives								
Hasil_Belajar	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Flipbook	25	84.20	7.314	1.463	81.18	87.22	70	100
Power Poinr	25	75.20	7.703	1.541	72.02	78.38	60	90
Total	50	79.70	8.714	1.232	77.22	82.18	60	100

Based on the analysis of table 1 previously, it can be determined that the learning outcomes in the teaching of al-Qur'an hadith using flipbook learning media have an average score of 84.20, a standard deviation of 7.314, and a variance of 53.494. The lowest score is 70 and the highest score is 100. On the other hand, the learning outcomes in the study of al-Qur'an hadith using PowerPoint as a learning medium have an average score of 75.20, a standard deviation of 7.703, and a variance of 59.336. The lowest score recorded is 60, while the highest score is 90.

Based on the analysis and explanations earlier, it can be inferred that there is a significant difference in student learning outcomes in Quran Hadith learning using flipbook and powerpoint media.

The hypothesis testing is conducted based on the tabulated data obtained from the students' learning outcomes in Quran and Hadith using instructional medium. Subsequently, the data is processed and statistically analyzed to test the previously proposed hypothesis. The following steps need to be taken to determine the hypothesis testing in this research analysis:

1. Normality Test

Normality test is conducted to determine if the analyzed data is normally distributed or not. Normality test is applied to the scores of each sample. Based on

the SPSS (Statistical Product and Service Solution) for Windows evaluation 27.00, the normality test used is the One Sample Kolmogorov-Smirnov Test. The testing criteria state that if the significance value of the Kolmogorov-Smirnov test statistic is above the alpha value (5%) or 0.05, then the data is considered to be normally distributed. On the other hand, if the significance value of the test statistic is below the alpha value (5%) or 0.05, then the data is considered to not be normally distributed. The following is the result of normality testing using SPSS (Statistical Product and Service Solution) for Windows evaluation version 27.00.

Table 2 : Normality Test

Tests of Normality							
Media_Pembelajaran	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Hasil_Belajar	Flipbook	.197	25	.013	.950	25	.247
	Power Poinr	.173	25	.051	.951	25	.270

a. Lilliefors Significance Correction

From the table above, it can be explained that the significance value of the normality test for student learning outcomes in Quran Hadith using flipbook and power point learning media (Asymp. Sig.) is 0.013 and 0.051, which is greater than the alpha value (5%) or 0.05. Therefore, it is concluded that the data used is normally distributed and suitable for further research.

2. Homogeneity Test

Homogeneity test is conducted to determine whether the analyzed data is homogeneous or not. Homogeneity test is used on the scores of each sample. Based on the SPSS (Statistical Product and Service Solution) for Windows evaluation version 27.00, the homogeneity test was conducted. According to the testing criteria, if the homogeneity test value is above the alpha value (5%) or 0.05, it is considered to be homogenous. If the significance value of the homogeneity test is below the alpha value (5%) or 0.05, the data is considered non-homogeneous.

Table 3 : Homogeneity Test

Tests of Homogeneity of Variances					
Hasil_Belajar		Levene	df1	df2	Sig.
		Statistic			
	Based on Mean	.027	1	48	.871
	Based on Median	.028	1	48	.868
	Based on Median and with adjusted df	.028	1	47.738	.868
	Based on trimmed mean	.026	1	48	.871

From the table above, it can be explained that the significance value of the homogeneity test for student learning outcomes in Quran Hadith using flipbook and power point learning media (Asymp. Sig.) is 0.871, which is greater than the alpha value (5%) or 0.05. Therefore, it is concluded that the data used is homogeneous and suitable for further research.

Data Analysis

In this section, hypothesis testing will be presented based on the tabulation of data obtained from students' learning outcomes in Quran and Hadith using flipbook and powerpoint learning media. Subsequently, the tabulated data is processed and statistically analyzed using the assistance of SPSS (Statistical Product and Service Solution) for Windows evaluation version 27.00 to test the previously proposed hypotheses. Untuk menguji hipotesis yang diajukan, penelitian ini menggunakan uji analisis One-Way Anova. The values used in the calculation of the One-Way ANOVA test are the learning outcomes of students in the study of Quran Hadith using flipbook and power point as learning media. The results can be seen in the following table:

Table 4 : Results of One-Way ANOVA Testing

ANOVA					
Hasil_Belajar	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1012.500	1	1012.500	17.947	<,001
Within Groups	2708.000	48	56.417		
Total	3720.500	49			

Several things can be interpreted from the data above :

- 1 From the table above, it can be explained that the significant value of the One-Way Anova test for students' learning outcomes in Quran and Hadith learning using flipbook and power point media is less than 0.001, which is smaller than the alpha value (5%) or 0.05. Therefore, Ho is rejected and H₁ is accepted, thus it can be concluded that there is a significant difference in students' learning outcomes in Quran and Hadith learning using flipbook and power point media. Similarly, in the calculation results.
- 2 Based on the table previously, it can be explained that the F-value of 17.947 is greater than the critical F-value of 4.043. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (H₁) is accepted. It can be concluded that there is a significant difference in student learning outcomes in Quran Hadith learning using flipbook and powerpoint media. Similarly, in the calculation results.

DISCUSSION

Based on recent research, it has been widely concluded that the use of flipbooks has a positive impact on learning outcomes. In line with research conducted by Bunari it can be concluded that flipbook learning media has a high category impact on student learning outcomes with a count of 73.33 with a significance value of 0.000. Interest in learning has a high category influence on student learning outcomes with a count of 33,678 with a significance value of 0.000, and learning motivation has a large category impact on student learning outcomes with a count of 30,678 and a significance value of 0.000. As a result of the trials conducted by experts, material experts, and students, the flipbook learning media was designed by including a lot of material relevant to various learning materials and character education. This shows that this media is suitable for use in teaching and outside the learning process. In a similar way the research conducted by Lestari et.al has shown that the use of flipbooks for substantive pressure material has a significant impact on student autonomy and academic achievements, as evidenced by a significance level of 0.000.¹²

While the thematic learning outcomes of grade VI students of SD negeri 21 Sungai Raya assisted by power point experienced a moderate influence (ES of 0.52), not as great as the influence exerted by flipbooks. In class IV of SD Negeri 101832 Pancur Batu in the 2023/2024 academic year, student learning outcomes in social studies subject matter Stories About My Region are strongly influenced by the use of powerpoint learning media with a significance level of 0.05, this is different from the effect given by the flipbook with a significance level of 0.000.¹⁴

Based on the data interpretation above, it can be concluded that both flipbook and PowerPoint have an impact on learning outcomes. However, flipbook has a better influence compared to PowerPoint

CONCLUSION

Based on the analysis and statistical tests conducted in this study, it can be concluded that there is a significant difference in student learning outcomes in Quran and Hadith learning using flipbook and PowerPoint learning media. The result of the One-Way ANOVA test is < 0.001 , indicating that it is smaller than the alpha value (5%) or 0.05. This indicates that H_0 is rejected and H_1 is accepted, hence it can be concluded that there is a significant difference in student learning outcomes between the use of flipbook and PowerPoint learning material. The calculated value, F_{hitung} , of 17.947 is greater than the table value, F_{tabel} , of 4.043. This also indicates that H_0 is rejected and H_1 is accepted, therefore strengthening the conclusion that there is a significant difference in the learning outcomes of students using flipbook learning media compared to PowerPoint.

One of the most important and surprising findings of this research is the significantly greater effectiveness of flipbook learning media in improving student learning outcomes in Quran and Hadith compared to PowerPoint. This is a novel insight that emerged only after conducting the research and was not anticipated based on prior assumptions or existing literature.

This study contributes to the academic field by providing new evidence that flipbook learning media can be more effective than traditional PowerPoint

presentations in enhancing student learning outcomes. This finding not only confirms previous studies suggesting the potential benefits of interactive and engaging learning tools but also introduces a new perspective on the specific advantages of flipbook media in religious education. By highlighting the superiority of flipbooks over PowerPoint in this context, the study offers a valuable contribution to educational strategies, suggesting that educators might consider integrating more interactive digital materials like flipbooks to improve learning outcomes.

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