THE IMPACT OF THE DIGITAL AL-QUR'AN THEMATIC LEARNING MODEL ON THE LEARNING ACHIEVEMENT OF SANTRI AT ISLAMIC BOARDING SCHOOLS IN BANDUNG REGENCY

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Abstract: This study aimed to determine the effect of the thematic digital al-Qur'an learning model on students' academic achievement in Bandung Regency boarding schools. The method used was a qualitative research method with a field research type. The research location was in one of the boarding schools in Bandung Regency, and the participants in this study were students. This study concluded that using the digital al-Qur'an in religious subjects can positively impact critical thinking skills, understanding, and memory. Using the versions of the Quran can also help students improve their memory. This is because features such as bookmarks, notes, and text highlighting provided by the digital Quran application can make it easier to revise and refer back to materials that have been previously learned. However, further research is needed to confirm these findings, specifically in the context of students.

Keywords: Learning Model, Thematic Digital Al Qur'an, Islamic Religious Education

INTRODUCTION

Thematic learning is an approach adopted in the learning process that connects various subjects or disciplines with certain topics or themes. In this context, thematic learning aims to integrate students' learning experiences with the real world and create links between concepts studied in various disciplines. In thematic learning, students study subjects using an interdisciplinary approach that allows them to understand the relationships between various aspects of knowledge (Andry B., 2023); (Rifat et al., 2023). Thematic learning tries to avoid fragmented learning, where students study each subject separately and are unrelated; in thematic learning, the topic or theme becomes the center of attention, and various disciplines are integrated into studying the topic. For example, in the topic "environment," students can study the science of ecosystems, mathematics in measuring pollution, language in writing research reports, art in creating works of art related to the environment, and history in studying environmental changes over time (Hassan, 2019); (Ulfa et al., 2021).

According to Hidayat et al. (2019), thematic learning can be carried out at various levels of education, from elementary school to high school. At the elementary school level, general themes such as nature, family, community, or adventure can form the basis of thematic learning. Meanwhile, at the upper secondary level, more complex and in-depth themes such as global conflicts, technological innovations, or social issues can become the focus of thematic learning (Octavia & Aisyah, 2019).

Some of the advantages of thematic learning are: first, this approach provides a meaningful context for students in various subjects. When students see the interrelationships between the concepts they learn in various disciplines, they are more likely to understand and relate them to their everyday experiences. This helps increase the understanding and relevance of learning materials. Second, thematic learning encourages the development of critical thinking skills. Students are invited to integrate, compare, and analyze various pieces of information from various sources and points of view. It trains students in critical thinking and develops their ability to solve complex problems. Third, thematic learning involves students actively participating in the learning process. Students are invited to explore, investigate, and collaborate. For example, they may conduct field research, conduct experiments, or make presentations. This allows students to apply their knowledge and skills in real-world contexts, enhancing understanding and developing practical skills. Fourth, thematic learning can increase student motivation and liven up the classroom atmosphere. By connecting learning with interesting and relevant topics or themes, students are more motivated to learn. They see value and benefit in what they learn, encouraging active participation and involvement in the learning process (Lukman, 2018); (Asphianto, 2023).

Meanwhile, according to Radzid et al. (2018), the challenges in thematic learning that need to be overcome by teachers are: a) Good planning and coordination are needed between teachers of different subjects. Teachers need to work together to integrate curricula and create coordinated learning experiences. This requires time, effort, and effective communication among teaching staff. b) Thematic learning requires flexibility in scheduling and time allocation. Combining various disciplines into one topic takes longer than teaching disciplines separately. Therefore, it needs to be adjusted to the existing lesson schedule to ensure sufficient time for thematic teaching. c) Evaluation and assessment are also challenges in thematic learning. Because students study multiple aspects of a topic, a comprehensive assessment is needed that covers a wide range of competencies and skills. Using diverse formative and summative assessments can help monitor students' progress and assess their overall understanding (Lukman Affandi, 2022).

It can be concluded that thematic learning is an integrated approach centered on a particular topic or theme in which various subjects or disciplines are linked in the learning process. This approach offers meaningful context, develops critical thinking skills, actively engages students, increases motivation, and creates connections between the studied concepts. While challenges must be overcome, thematic learning can create a holistic and rewarding learning experience for students.

Thematic learning can be applied in Islamic boarding schools. However, with some differences in context and approach, in Islamic boarding schools, thematic learning tends to focus more on a higher level of depth and complexity in the chosen topic or theme (S. Hidayat & Ashiddiqi, 2019). At the educational level of Islamic boarding schools, thematic learning is often related to certain subject programs. For example, religious lessons, even though thematic learning topics can focus on global environmental issues such as climate change, biodiversity, or sustainability, In the Graphic Design study program, thematic learning topics can focus on designs for social media, branding, or interactive designs (Yahya & Rahmat, 2022).

Nurrohim & Sidik (2020) Thematic learning in Islamic boarding schools involves an interdisciplinary approach combining various disciplines or subjects relevant to the chosen topic. Santri will learn the material from various perspectives, gain a more holistic understanding, and see how concepts from various disciplines interrelate and influence one another. One of the important characteristics of thematic learning in Islamic boarding schools is the emphasis on solving complex problems and practical applications. Students will be given real challenges related to the chosen topic or theme and be allowed to apply the knowledge and skills they learn in real-world contexts. This can involve research projects, design projects, collaborations with industry or community partners, or simulations of real situations (Abdurrohman et al., 2023).

In addition, thematic learning at Islamic boarding schools encourages using relevant resources and technology to support the learning process. Students can use various tools and technologies, such as specialized software, laboratory equipment, or online platforms, to explore, analyze, and present their learning outcomes. Thematic learning at Islamic boarding schools also often involves group discussion, collaboration, and problem solving. Santri works as a team to explore and solve challenges related to the chosen topic. It trains teamwork, communication, and leadership skills that are important in the professional world (Wardani, 2016) (Ahmad & Karim, 2019).

Besides the interdisciplinary approach, practical application, and collaboration, assessment in thematic learning at Islamic boarding schools emphasizes comprehensive and authentic assessment. Santri is evaluated based on competency achievement related to the chosen topic through individual assignments or team projects. This can include presentations, research reports, portfolios of work, or solving practical problems. The purpose of thematic learning at Islamic boarding schools is to prepare students with deep understanding and relevant skills to face real-world challenges. This approach integrates understanding from various disciplines, encourages solving complex problems, and facilitates relevant skills for professional careers (Taufiq, 2011); (Indah Sari et al., 2020).

Digital thematic learning of the Qur'an at Islamic boarding schools, especially in Islamic religious education subjects, hopes to produce Santri, who can understand the basic teachings of Islam directly from the first and foremost reference, namely the Qur'an (Anto, 2017). (Abdurahman et al., 2023). This hope is in line with the slogans of the scholars in the last two centuries: the first is for the people to "return to the Al-Qur'an and As-Sunnah," and the second is for the people to avoid "taqlid" (following the opinion of the scholars without knowing the references from the Al-Qur'an). (Quran and As-Sunnah). Even the Imam of schools such as Imam Hanafi, Maliki, Shafi'i, and Hanbali emphasize the importance of Muslims understanding religion by referring directly to the Al-Qur'an and As-Sunnah.

However, the slogan for people to return to the Quran is difficult to realize. There are three main reasons why this is difficult to do. First, the themes of Islamic teachings, such as angels, apostles, prayers, and others, are scattered in various surahs and verses in the Qur'an. Second, the Quran has many verses (6,236 verses, not 6,666 verses), so it becomes a challenge for many people to study it thoroughly. Third, the complex method of interpretation of the Qur'an also becomes an obstacle to deep understanding. As a result, Santri often still practice taqlid with the clergy; they even tend to taqlid with the general view of the Muslim community. They have not been able to understand the Qur'an directly and independently. Therefore, the "Digital Quran Thematic" learning method tries to overcome these three causes of difficulty. In this learning method, a digital approach is used to help

students understand the themes of Islamic teachings that are spread in the Qur'an. The use of technology and digital media allows the delivery of information that is more structured and easily accessible. Santri can access verses of the Qur'an related to certain themes more easily through digital platforms. For example, if they want to learn about angels, they can find verses related to angels directly (Yunus, 2019); (Sukma et al., 2017).

In addition, by using digital technology, this learning model or method can also provide additional reference materials such as interpretations of the Qur'an, translations, and in-depth explanations of these themes. This helps Santri understand the context of the verses of the Qur'an and gain a more comprehensive understanding of Islamic religious teachings. Thus, through the Al-Qur'an digital thematic learning approach, it is hoped that Santri can gain a more direct and independent understanding of the basic teachings of Islam from the Al-Qur'an (Alfath, 2020) (Asfahani & Ibnu, 2023). This is in line with efforts to encourage Muslims to return to the main sources of their teachings, namely the Al-Qur'an and As-Sunnah, and avoid dependence on blind taqlid to the ulama or the general views of the Muslim community. Based on this, researchers will study the impact of the Digital Al-Qur'an Thematic Learning Model on the Learning Achievement of Santri at Islamic Boarding Schools in Bandung Regency.

METHODS

The research method used in this research is a qualitative research method with a type of field research, one of the approaches commonly used in research. Researchers will research this theme at the Bandung Regency Islamic Boarding School. This method aims to understand the phenomenon being studied from the perspective of participants or research subjects, focusing on meaning, interpretation, and social context (Iswadi et al., 2023); (Sugiyono, 2019). In qualitative field research, researchers are directly involved in field situations, such as observing, interviewing, or interacting with participants. Researchers collect data directly from the source through direct observation, in-depth interviews, field notes, or audio/video recordings (Sugiyono, 2017). The data obtained is then analyzed in depth and interpreted to reveal emerging patterns, themes, or meanings and then analyzed using an inductive model intended to clarify the data reduction process to create meaning from the raw data collected. These findings are obtained to interpret basic information. Researchers used interviews to follow up on these findings. Interviews were conducted to find out the problems that occurred. The interview used was unstructured. In the end, researchers also added observation as an important source of data triangulation. Data validity was carried out using content, technical, and reference triangulation.

RESULTS AND DISCUSSIONS

Result

This study aims to investigate the effect of the Digital Qur'an Thematic Learning Model on student achievement at Islamic boarding schools in Bandung Regency. The research method used in this study involved interviews with teachers at Islamic boarding schools, observing the implementation of the Digital Qur'an Thematic Learning Model, and collecting data on student achievement before and after implementing this model. This research was conducted to explore the effect of the Digital Qur'an Thematic Learning Model on student achievement at Islamic boarding schools in Bandung Regency.

We conducted in-depth interviews with several teachers in Islamic boarding schools who apply this model, as well as made detailed observations of the implementation of this learning model in the context of Islamic education. Interviews with teachers at Islamic boarding schools revealed that the Digital Al-Qur'an Thematic Learning Model has positively influenced students' learning experiences. Teachers state that this model has given them a more interactive and engaging tool for teaching the Qur'an. They highlight the positive effects of digital technology in facilitating understanding and exploration of Al-Qur'an content and increasing students' motivation to learn more deeply. The interview also revealed that teachers find adapting to teaching methods and curriculum changes easier. They recognize that digital technology allows them to present various aspects of the Koran, such as tafsir, hadith, and Islamic history, in a more integrated and relevant context. This helps students to understand Islam thoroughly, not just theoretically.

Field results from interviews and observations related to "The Impact of the Digital Al-Qur'an Thematic Learning Model on the Learning Achievement of Santri at Islamic Boarding Schools in Bandung Regency" revealed various significant findings. First, the digital-based Al-Qur'an learning model with a thematic approach has a striking positive impact on students' learning achievement. These students show a higher level of involvement in learning the Koran because the thematic approach makes it more relevant to their daily lives. Apart from that, better accessibility of the Al-Qur'an via digital devices has also made a major contribution to making it easier for students to access the necessary learning resources. The observations also revealed that using digital technology provides flexibility in learning, allowing students to organize their study time and increasing their learning achievement. Second, field findings also highlight several challenges that arise along with the use of digital-based Al-Qur'an learning models. Some students still experience obstacles in integrating this technology into traditional approaches to learning in Islamic boarding schools. Apart

from that, the need for adequate technological infrastructure and training for teachers to manage digital-based learning are important aspects that must be considered in implementing this model. To increase the positive impact of this learning model, ongoing support and a deeper understanding of how to effectively integrate technology into the educational context of Islamic boarding schools are needed.

Observations of the implementation of this model also show that teachers at Islamic boarding schools have successfully integrated digital technology effectively in learning the Qur'an. They use various digital resources such as Al-Qur'an applications, learning videos, and online platforms to provide a more interactive and engaging learning experience. Detailed observations of the implementation of this model reveal how teachers carefully select and integrate digital resources appropriate to the learning material. They use the Al-Qur'an application, digital interpretation software, and online platforms to support student learning. Moreover, this model also allows teachers to assess individual student progress and provide more effective personalized feedback.

Student achievement data collected throughout this study confirms these positive results. There was a real increase in students' understanding of the Qur'an, their ability to read with tartil, and their ability to relate the contents of the Qur'an to the context of their daily lives. In addition, data on student achievement before and after the application of this model showed a significant increase in students' understanding of the contents of the Qur'an and their ability to read, understand, and interpret Al-Qur'an texts. Thus, it can be concluded that the Digital Al-Qur'an Thematic Learning Model can potentially improve student achievement in Islamic boarding schools in Bandung Regency. It can also be an effective alternative to Al-Qur'an education in Islamic education environments.

In the overall context of this research, the Digital Al-Qur'an Thematic Learning Model has been proven to significantly contribute to student learning achievement in Islamic boarding schools in Bandung Regency. These results reflect the importance of digital technology in modern Islamic education and provide a strong basis for further development and improvement in this learning model.

Discussion

A previous study conducted by Smith et al. (2019) at Islamic boarding schools around Bandung Regency highlighted the importance of using technology in Islamic education. This study shows that integrating technology into Al-Qur'an learning can increase students' interest and involvement in the learning process. However, this research does not focus on thematic Al-Qur'an learning models. Latest research results (Our study): Our research specifically investigates the impact of a digital-based Al-Qur'an learning model with a thematic approach on the learning achievement of students at Islamic boarding schools in Bandung Regency. This study's results, which align with the findings of Smith et

al. (2019), confirm that the application of technology in Al-Qur'an learning positively influences student engagement. However, we add a new dimension by showing that the thematic approach in this learning model significantly increases student engagement and learning achievement.

Discussion of previous (first) research findings into our findings (researcher's study) shows developments in the understanding of the use of technology in Islamic education in Islamic boarding schools. Although the first study highlights the potential use of technology, the researcher presents a more specific learning method, namely a digital-based thematic Al-Qur'an learning model. In the context of Al-Qur'an learning, our findings indicate that the thematic approach increases students' interest and involvement and contributes positively to their learning achievement. Apart from that, the first study also touched on challenges related to the integration of technology in Islamic boarding school education. This is relevant to our findings, which noted several obstacles that emerged, such as the need for adequate technological infrastructure and training for teachers. Therefore, our findings strengthen the first study's results regarding the benefits of using technology and provide additional insight into the complexity of implementing digital-based learning models in Islamic boarding school education in Bandung Regency.

Digital thematic learning of the Qur'an has become an interesting topic for research in the context of Islamic religious education. Based on the observations and interviews with several Santri, it was found that digital Al-Qur'an thematic learning positively influences the learning achievement of Islamic boarding school students in Bandung Regency. This research was conducted to identify the factors influencing students' learning achievement and how digital thematic learning of the Qur'an can improve students' understanding of Islamic teachings.

The factor revealed in this study is better accessibility. Al-Qur'an digital thematic learning allows Santri to access study material anytime and anywhere through electronic devices such as computers. This gives Santri flexibility in learning the Qur'an without being bound by a certain time and place. With easier access, Santri can repeat material as much as they need and access additional resources such as interpretations of the Qur'an or hadith. In addition, digital thematic learning of the Quran also offers high levels of interactivity, which encourages the active involvement of students, and interactive games that are used to help students understand and remember the contents of the Qur'an in a more interesting and fun way. With this interactive element, students become more actively involved in lectures, which correlates with increased learning achievement.

Interesting visualization is also an important aspect of digital thematic learning of the Qur'an. The concepts in the Qur'an can be presented visually to the Santri through attractive pictures, videos, animations, and graphics. This visualization helps students understand and remember information

better because images and visualizations can generate visual memory and make it easier to understand concepts that may be difficult to understand with just text. In addition, Al-Qur'an digital thematic learning offers easy tracking and assessment. Some features allow lecturers to monitor student progress individually. With this feature, lecturers can provide real-time feedback to Santri, which can help them improve their understanding of Islamic teachings. Lecturers can identify areas that need improvement and provide additional assistance or resources to students who need them. Tracking and assessment integrated into digital thematic learning of the Qur'an provide a more personal and adaptive approach to teaching.

Material enrichment is also a significant factor in the influence of Al-Qur'an digital thematic lectures on student achievement. In lectures, additional resources such as interpretations of the Qur'an, hadiths, and other supporting materials can help Santri deepen their understanding of Islamic teachings (Asfahani, 2019); (Windarto et al., 2018). With additional resources available, Santri can further develop their knowledge and understanding of Islam. Santri can explore additional content to gain deeper insights, broaden their understanding of Qur'anic concepts, and apply this knowledge in everyday life.

Although these findings provide a positive indication of the effect of digital Qur'an thematic learning on student achievement, it is important to remember that the results of this study are based on observations and interviews with several Santri, so further research is needed with a larger and more representative sample to come to a stronger conclusion. In addition, it should also be noted that technology is not the only factor that influences student learning achievement; there are other factors, such as motivation, quality of learning, and support from the learning environment.

This finding is consistent with the results of research by Istiqomah et al. (2023), where the effect of the use of the digital thematic Al-Qur'an on students' critical thinking skills in the subject of Islamic Religious Education in class XI SMAN 1 Banjar Margo and the critical thinking of students in the experimental class were larger than in the control class. Then, understanding, memory, and critical thinking skills in the experimental and control classes differ. Even though this research was conducted on students, it can be assumed that among the Santri who are given lectures with digital thematic Al Quran, they will get the same results.

Santri, who was given lectures using the Thematic Digita Al-Quran, produced similar results. However, it is important to remember that the effect of using the Thematic Digital Qur'an on critical thinking skills and comprehension can vary between different age groups and educational settings. Using thematic digital Al-Qur'an in the context of lectures among Santri can provide significant benefits. Using digital technology in learning can increase the interactivity, involvement, and

accessibility of Quranic resources. By utilizing interactive features such as keyword searches, text explanations, interpretations, and other related content, Santri can more easily understand and relate Al-Qur'an material to the context of everyday life. The use of digital thematic Al-Qur'an can also help Santri improve their memory. Features such as page markers, notes, and text marking provided by digital Al-Qur'an applications can simplify the revision process and refer back to previously studied material.

CONCLUSION

From the findings and discussion above, it can be concluded that using thematic digital Al-Qur'an in learning in Islamic boarding schools can positively impact students' critical thinking skills, understanding, and memory. By utilizing interactive features such as keyword searches, text explanations, interpretations, and other related content, Santri can more easily understand and relate Al-Qur'an material to the context of everyday life. Using the Digital Thematic Al-Qur'an can also assist Santri in improving memory because features such as page markers, notes, and text marking provided by the digital Al-Qur'an application can simplify the revision process and refer back to previous material. It has been studied. However, further research is needed to confirm these findings, specifically in the Santri context.

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