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Effictiveness of Word Square Learning Model on Learning Outcomes of Al-Qur'an Hadith in Islamic Elementary Education

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Abstract: *This study uses a quantitative approach with a pre-experimental type with a One-Group Pretest-Posttest Design, aiming to find out whether or not there is an effect on the difference in learning outcomes of the Qur'an Hadith of students before using and after using the word square learning model. The data collection technique was carried out using the results of the pretest and posttest tests in the form of multiple choice. Sampling was carried out using a purposive sampling technique involving 30 students. Based on the results of data analysis, it shows that the average value of learning outcomes of the Qur'an Hadith (68.33<80.50). The results of the t test show that t tcounts > ttable (4.134 > 2.045), with a significance level of 0.05 (0.000< 0.05). This shows that there is an influence of the use of the word square learning model on the learning outcomes of the Qur'an Hadith of students.*
Keywords: *Word square; learning model; learning outcomes, Al-Qur'an Hadith*

Abstract: *Penelitian ini menggunakan pendekatan kuantitatif dengan jenis pre-experimental dengan jenis One-Group Pretest-Posttest Design, bertujuan untuk mengetahui adakah pengaruh atau tidaknya perbedaan hasil belajar Al-Qur'an Hadis peserta didik sebelum menggunakan dan sesudah menggunakan model pembelajaran word square. Teknik pengumpulan data dilakukan dengan menggunakan hasil tes pretest dan posttest berupa pilihan ganda (multiple choice). Pengambilan sampel dilakukan dengan teknik purposive sampling yang melibatkan 30 peserta didik. Berdasarkan hasil analisis data menunjukkan bahwa nilai rata-rata hasil belajar Al-Qur'an Hadis (*$68.33 < 80.50$*). Hasil uji t menunjukkan thitung ≥ ttabel (*$4.134 \geq 2.045$*), dengan taraf signifikansi 0.05 (*$0.000 < 0.05$*). Hal ini menunjukkan bahwa terdapat pengaruh penggunaan model pembelajaran word square terhadap hasil belajar Al-Qur'an Hadis peserta didik.*
Kata Kunci: *Word Square; Model Pembelajaran; Hasil Belajar, Al-Qur'an Hadith*

Introduction

A well-rounded education is fundamental in developing students' knowledge, essential skills, self-discipline, intellectual abilities, and moral values, key attributes for becoming productive members of society (Rahayu et al., 2023). Developing high-

quality human resources has become increasingly critical in the context of rapid scientific and technological advancement. Education remains the primary instrument to achieve this, particularly by creating active, creative, and resourceful individuals (Gaveika, 2016; Morgunov et al., 2022).
In Indonesia, numerous initiatives have been launched to enhance the quality of education. These include curriculum reform, improved assessment systems, teacher professional development, and investment in school infrastructure (Latif et al., 2024; Obioma, 2023; Oktaviana et al., 2022).In Islamic education, *madrasahs* aim to integrate both religious and general subjects to provide holistic learning experiences for students. However, the dual focus often challenges selecting effective teaching models especially when traditional methods fail to maintain student engagement.

One persistent issue in classrooms is students' lack of motivation and participation, particularly in subjects like Qur'an Hadith (Ulum, 2024; Zahro & Yusuf, 2024). Despite its spiritual importance, this subject is often taught using conventional lecture-based methods that lead to passive learning and suboptimal outcomes (Sutiana & Nugraha, 2025). There is a growing need for learning models that foster critical thinking, engagement, and active participation.

The Word Square learning model has emerged as a promising approach among various innovative strategies. This model involves a puzzle-like arrangement of letters, where students must identify hidden words based on previously learned content (Suri et al., 2023). It encourages student engagement and enhances cognitive processes such as pattern recognition, analytical thinking, and memory retention (Marfiyanto et al., 2022). Prior studies have shown that the Word Square method can improve student outcomes in various subjects, including Social Studies and Science (Sa'diyah & Imamah, 2018; Safira et al., 2022; Veriani et al., 2021).

However, despite its proven effectiveness in general subjects, research on applying the Word Square model in Qur'an Hadith learning at the elementary level remains limited. Moreover, few studies examine its impact within Islamic elementary education's unique context, where religious comprehension and cognitive skill development are equally essential.

A preliminary study conducted at MI Podorejo Sumbergempol revealed that traditional learning practices in Qur'an Hadith result in low student engagement and moderate academic achievement, with average scores lingering around 70. Students often report boredom and a lack of variety in instructional strategies, further supporting the need for more engaging alternatives.

Therefore, this study aims to fill this gap by exploring the effectiveness of the Word Square learning model in enhancing students' learning outcomes in Qur'an Hadith education at the elementary level. This research

Method

The research design used was pre-experimental, with the type of One-Group Pretest-Posttest Design (Sugiyono, 2019). In this study, the accuracy of treatment results can be improved by comparing them with the initial condition before treatment. The research design used is as follows.

O1 X O2

Information:

O1 : Pre-test
O2 : Initial Test (Post-test)
X : Treatment using the learning model

Word square activities usually consist of several stages.

Table 1. Word Square Stages (Sugiyono, 2019)

1.	Material Preparation
2.	Delivery of Material
3.	Giving Worksheets
4.	Problem Solving
5.	Discussion
6.	Evaluation

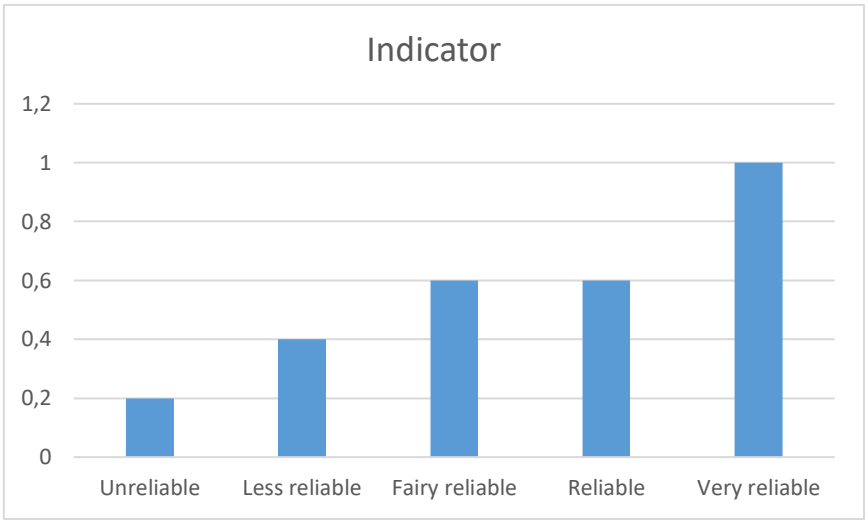
This study's research variables are divided into two: The independent variable is the word square learning model, and student learning outcomes are the dependent variables.

A multiple-choice exam was used in this study. The curriculum of the research madrasah informs the development of exam learning objectives and indicators. The multiple-choice exam consists of 20 questions, scoring one (1) for the correct answer and no (0) for the wrong answer. For an instrument to be considered genuine, it must be able to measure the quality of the target. For a measuring instrument to be considered a legitimate instrument, it must be capable of producing reliable results. The desired results can be achieved using trustworthy survey instruments to collect data. That is why researchers need to use trustworthy instruments if they want their research to be legitimate and reliable (Sugiyono, 2014). The data on the Qur'an Hadith learning outcomes range was collected in this study using a multiple-choice test with twenty questions. This experiment was conducted outside the research sample on 24 students in grades VI-B at MI Podorejo Sumbergempol Tulungagung.

To make sure these questions can measure the right thing, researchers test them. The tests must meet the standards for this study to obtain reliable results. With a 0.05 (5%) threshold, a table of 0.404 was obtained in the validity test. The results of the validity calculation using SPSS 22.0 for Windows can be seen in the following table.

The r-count value of all multiple-choice questions is higher than the r-table value of 0.404, as seen in the table above. If so, it can be ensured that each question item on the multiple-choice test is valid and adequate for the intended purpose.

The reliability test is a technique used to measure the degree of consistency of each multiple-choice question. This test must be carried out for the measurement to be met. The Alpha Cronbach scale was used in reliability tests conducted using SPSS 22.0 for Windows. According to Riduwan, (2010), Cronbach's Alpha Scale is grouped into five categories.



Picture 1. Indicator chart

Here, you can see all the reliability test findings conducted using SPSS 22.0 for Windows, which are based on multiple-choice questions.

Table 2. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.938	20

The reliability of the interpretation benchmark was found to be 0.722, as shown in the table above, which suggests that 20 multiple-choice questions could be used to evaluate student learning outcomes.

The results of the difficulty level test on 20 multiple choice questions are based on the analysis results tested using SPSS 22.0 for Windows.

The difficulty index criteria include the following.
0.00-0.15 = very difficult
0.15-0.30 = hard
0.30-0.70 = medium
0.70-0.85 = easy
0.85-1.00 = very easy

Table 4. Results of Analysis of the Level of Difficulty of Question Items

Criterion	Question Items	
	Question No.	Number of Questions
It's Very Easy	-	-
Easy	16,17	2
Keep	1-11, 13,14,15, 18-20	17
Difficult	12	1
Very Difficult	-	-
	Sum	20

The table above shows that the exam has twenty items related to learning outcomes. Of the research instrument questions, two were rated as "easy," seventeen were rated as "moderate," and one was rated as "difficult." This breakdown is based on the results of the difficulty level analysis of the question.

Result and Discussion

Results

The findings for class IV, sorted into a predetermined range of values, from the pre-test calculations are as follows.

Table 6. Frequency Distribution of *Class IV* Pretest Results

Pretest

		Frequency	*Percent*
Valid	45	1	3.3
	50	4	13.3
	55	2	6.7
	60	3	10.0
	65	4	13.3
	70	4	13.3
	75	5	16.7
	80	2	6.7
	85	3	10.0
	90	1	3.3
	95	1	3.3
	Total	30	100.0

Of all the students, one person got a score of 90, and one person got a score of 95, according to the table. From the table of all students, two got a score of 80, three got a score of 60, one got an 85, four got a score of 65, one got a score of 70, and five got a score of 75.

Table 5. Frequency Distribution of *Class IV* Posttest Results

Posttest

		Frequency	*Percent*
Valid	60	1	3.3
	65	2	6.7
	70	6	20.0
	75	4	13.3
	80	5	16.7
	85	3	10.0
	90	3	10.0
	95	4	13.3
	100	2	6.7
	Total	30	100.0

The following information was obtained from the table: one student scored 60, two students scored 65 and 100, three students scored 85 and 90 respectively, five students scored 75 and 95 respectively, five students scored 75 and 95 respectively, and six students scored 70 respectively.

The following is a recapitulation of data obtained using the calculation results of pre-test and post-test class IV, which totaled 30 students.

Table 6. Recapitulation of Class *IV* Pretest *and* Posttest Results

Statistics

		Pretest	***Posttest***
N	*Valid*	30	30
	Missing	0	0
Mean		68.33	80.50
Median		70.00	80.00
Mode		75	70
Minimum		45	60
Maximum		95	100
Sum		2050	2415

The table above shows the recapitulation of the data of the pre-test and post-test results of class IV. It can be seen that the number of samples is 30, with the number of pre-test data for 2050 and the number of post-test data for 2415. With an average value (Mean) that is not much different, the pre-test is 68,333, and the post-test is 80.50. The middle score (Median) of the two classes is also not much different; the pre-test is 70.00, and the post-test is 80.00. The values often appear (Mode) from pre-test 75 and post-test 70. The maximum score of the pre-test is 95, and the post-test is 100. Moreover, the pre-test's lowest score (Minimum) was 45, and the post-test was 60.

This study used the Shapiro-Wilk normality test to ascertain whether the data followed the normal distribution. The sample size is 30—the value of Sig. More than 0.05 indicates a normally distributed dataset according to the decision-making criteria, while a Sig. A value of less than 0.05 indicates an abnormally distributed dataset. The results of the normalization test analysis are shown in the following table, created with SPSS 22.0 for Windows.

Table 7. Pretest and *Posttest Normality Test*

Tests of Normality

Word Square *Learning Model*		*Kolmogorov-Smirnova*			*Shapiro-Wilk*		
		Statistics	*Df*	*Sig.*	*Statistics*	*Df*	*Sig.*
Learning Outcomes	*Pretest*	.094	30	.200*	.970	30	.528
	Posttest	.126	30	.200*	.951	30	.177

*. *This is a lower bound of the true significance.*

a. *Lilliefors Significance Correction*

We can conclude that the learning outcomes (both pre-test and post-test) follow a normal distribution based on the data shown in the table above, which illustrates the results of the normality test. This is in addition to the fact that the significance level of the post-test data value is 0.177>0.05 and the significance level of the pre-test data value is 0.528>0.05.

The variance homogeneity test follows the verification of the normality of the variance of the study sample. This study uses SPSS 22.0 for Windows to conduct a homogeneity test based on the Levene Statistic technique. The appendix contains mathematical details for the homogeneity test. A summary of the findings from the pre- and post-test value data homogeneity test is provided below.

Table 8. Pretest and *Posttest Homogeneity Test*

Living Statistic	***df1***	***df2***	***Sig.***
.772	1	58	.383

If you take all things into account, the Sig. Tilapia for the pre-test is 0.383>0.05, as shown above. If the Sig. If the value is more than 0.05, the variance of the sample is considered homogeneous according to the requirements. Both pre-test and post-test scores show that learning outcomes are distributed normally.

Data from the pre-test and post-test follow a normal and consistent distribution, according to the statistical analysis preparation test findings. Therefore, further testing was conducted using the t-test in SPSS 22.0 for Windows to compare the average learning outcomes using the word square learning model. When testing a hypothesis, a Sig. (2-tailed) a value below 0.05 indicates acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho). However, if the value of Sig. (2-tailed) is greater than 0.05, then Ho should be accepted, and Ha should be rejected. The appendix fully presents the t-test findings for the data collected before and after the test.

Table 9. Pretest and Posttest T-Test
Paired Samples Test

	Paired Differences					*T*	*Df*	*Sig. (2-tailed)*
	Mean	*Std. Deviation*	*Std. Error Mean*	*95% Confidence Interval of the Difference*				
				Lower	*Upper*			
Pair 1 Pretest - Posttest	-12.167	16.118	2.943	-18.185	-6.148	-4.134	29	.000

The t-value is -4.134, which is negative, as seen in the table above. The t-value is negative because, on average, the post-test results are greater than the pre-test findings. Here, raise the t-count to 4.134, which proves that even a negative t-count value can have a positive interpretation. In other words, the value of the t-table with details of 4.134≥2.045 must be greater than or equal to the t-calculated number. A significance (2-tailed) level of 0.000<0.05 also indicates such a result. The pre-test and post-test T-test results showed that the treatment of the word square learning model significantly improved performance compared to conventional learning models.

Discussion

Learning is a constructive process in which students actively build their understanding rather than merely receiving information from the teacher. Based on the constructivist theory presented by Makewa et al., (2019); Romdhon et al., (2024); Shakeela & Vijayalakshmi, (2023), learning occurs through active engagement, where students construct knowledge through interaction, experience, and their environment. In this view, the teacher's role shifts from being the sole provider of knowledge to a facilitator who guides and encourages students to think critically, creatively, and independently.

Implementing this study's word square learning model has proven effective in facilitating such an active learning process. This model combines visual, linguistic, and cognitive elements that stimulate students' active involvement in the learning process, particularly in understanding the subject matter of Qur'an Hadith. The significant improvement in student learning outcomes following the implementation of this model is evident from the stark contrast between the pre-test and post-test

scores. The average post-test score reached 80.50, substantially higher than the pre-test average of 68.33, indicating a meaningful increase in students' comprehension and mastery of the material.

Further statistical analysis reinforces this conclusion. The calculated t-value of 4.134 exceeds the critical t-table value of 2.045, indicating that the improvement in student performance is statistically significant and not due to chance. A Sig further supports this. (2-tailed) value of 0.000, well below the conventional threshold of 0.05. Thus, it can be confidently stated that the word square model substantially and positively affects student learning outcomes in the subject of Qur'an Hadith.

These findings are consistent with previous research. Safira et al., (2022) found that the word square method significantly improved students' learning achievements in Islamic education subjects. Similarly, Sa'diyah & Imamah, (2018) ; Veriani et al., (2021) concluded that this method effectively enhances students' conceptual understanding and retention. The alignment of these results with prior studies provides robust empirical support for the effectiveness of the word square learning model.

The success of this model can also be linked to the principles of active learning, which emphasize student-centered approaches where learners are actively engaged in processing and constructing knowledge (Gusnita, 2024). In the word square model, students do not merely memorize material; instead, they are encouraged to organize and discover information through a structured word puzzle activity. This enhances their comprehension and increases their motivation as the learning environment becomes more enjoyable and intellectually stimulating (Ira Armisa, 2023).

Therefore, applying the word square learning model positively impacts students' academic performance and promotes independent and active learning habits that align with 21st-century educational demands. As such, this model represents an innovative and effective instructional strategy, especially in subjects like Qur'an Hadith that require a deep understanding of abstract concepts and specialized vocabulary.

Conclusion

This learning helps develop students' character by the values and norms contained in the Qur'an and Hadith. Grade IV students study the Qur'an Hadith. The average student learning outcome increased from 68.33 before the treatment to 80.50 after adopting the word square learning model. This shows that the model is correct. The results of the hypothesis test using the T-Test on the pre-test and post-test scores of class IV conducted using SPSS 22.0 for Windows are supported by the tcal value ≥ttable with details of 4.134≥2.045 and the Sig. (2-tailed) value of 0.000< 0.05. For the T-test, a double-sided significance value below 0.05 indicates acceptance of an alternative hypothesis (Ha) and a rejection of hypothesis no (H0). It can be seen from the results of the two studies that the word square learning model outperforms conventional approaches in terms of understanding the Qur'an Hadith.

Suggestions for teachers who apply the word square learning method are: (1) Prioritize student understanding and active learning activities, not just lectures and assignments. (2) Provide a variety of learning methods to stimulate student learning motivation. (3) Focus on teacher-student communication to create a pleasant learning atmosphere. (4) Use interactive media such as Wordwall to increase motivation and learning outcomes. (5) Take advantage of the potential for collaborative learning through student discussions. The limitation of this study is that small or unrepresentative sample sizes may limit the generalizability of findings

to a broader population. A limited study time frame may impact the depth of analysis, the amount of data collected, and the validity of findings, and limited access to specific data, tools, or software may impact the quality of the study and the results obtained.

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