



Quran and Hadith Learning at SD 23 at Sabang City

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Abstract: This research delves into the dynamics of Quran and Hadith education at SD 23 Kota Sabang, a public school in the city. With a participant pool of 30 students, this study aims to understand and improve the methods employed in teaching these sacred texts. The primary objective is to instill fundamental skills such as reading, writing, and a profound appreciation for the Quran and Hadith, aligning with the broader goal of nurturing ethical behavior guided by these teachings. The research unfolds over two months, involving daily 15-minute sessions. The initial phase emphasizes foundational strategies, predominantly utilizing lecture-style teaching. Challenges encountered include limited resources, time constraints, and students lacking basic Quranic reading skills. The subsequent phase introduces adjustments, such as grouping students based on proficiency and integrating supplementary activities to sustain interest. Key findings highlight the prevalence of lecture-based teaching methods, indicating the need for diversification. Challenges include insufficient resources, time constraints, and students' initial reading skills, demanding tailored solutions. Recommendations involve increased parental involvement, collaborative sharing of effective teaching methods among educators, and enhanced support from school administrations.

Keywords: Quran and Hadith Education; SD 23 Sabang City; Teaching Methods; Challenges; Recommendations.

1. Introduction

In the current developmental era, the realm of education grapples with multifaceted challenges spanning teaching and learning processes, socioeconomic factors, and socio-cultural dimensions [1]. Educational institutions, therefore, play a pivotal role in formulating systems and instructional methods that align with the requirements of development [2][3]. The scope of educational responsibilities extends beyond the mere transmission of knowledge and technology; it involves instilling values necessitated by advancements in knowledge and technology within students [4]. To achieve this objective, the government emphasizes the enhancement of educational quality and the broadening of learning opportunities at the primary and secondary levels, encapsulated in the mandatory Nine-Year Education program.

Formal educational institutions, namely schools, shoulder a substantial responsibility in molding generations capable of contributing to societal development [5]. However, it is often noted that high school graduates may not fully immerse themselves in essential skills, whether in religious domains like proficiently reading the Qur'an or in other academic disciplines. Acknowledging these fundamental shortcomings, there is a pressing need to reintegrate and cultivate these skills within students. For those identifying as Muslims, the ability to read the Qur'an is deemed fundamental. The Qur'an, originally in the Arabic language, necessitates authenticity in preserving and ensuring the originality of divine revelations conveyed to Prophet Muhammad through the angel Gabriel. Consequently, to maintain the authenticity of these divine revelations, Muslims are obliged to study and understand the Arabic language in which the Qur'an is written.

Despite curricula aligning with development requirements, day-to-day implementation often falls short of expectations. Every parent aspires for their child to read the Qur'an, prompting them to enroll their children in Islamic schools where they believe this crucial skill will be acquired. Proficiency in reading the Qur'an facilitates a deeper understanding of its verses through the learning of the Qur'an and Hadith. However, on the ground, many teachers express concerns about the initial readiness of students entering Islamic-based schools. This lack of readiness impedes teachers from achieving curriculum targets due to insufficient allocated time for teaching Qur'anic verses. This situation could have been averted if students had an adequate foundation in the recitation of Qur'anic verses.

Based on the aforementioned context, the following problems are identified for exploration in this research: Many students are unable to read the Quran proficiently, What teaching methods do teachers employ in delivering Quran and Hadith lessons at SD 23 in Sabang City?, and What obstacles do teachers encounter when teaching Quran and Hadith at SD 23 in Sabang City?.

The core issue investigated in this research is the feasibility of habituation activities to enhance Quran reading skills. The steps involved are: Identification: Students identify and engage in habituation activities to improve their Quran

reading skills, Interpretation: After identification, students develop improved Quran reading skills. The objectives of this research are: To assess the proficiency of students in the Quran and Hadith studies at SD 23 in Sabang City, To understand the process of Quran and Hadith teaching at SD 23 in Sabang City, To identify the obstacles faced by teachers when teaching Quran and Hadith at SD 23 in Sabang City. The population directly and comprehensively involved in this research consists of students, teachers, parents, and the students themselves in SD 23 in Sabang City. The sample is drawn from the participation of students, teachers, and parents in SD 23 Kota Sabang, where the researcher is currently employed. The benefits of this research are twofold: For teachers, it enhances their mastery of student-centered teaching, fostering a habit of conducting small-scale research that significantly contributes to their professional development and improves the quality of education. For students, the research provides an enjoyable means to enhance their Quran reading skills, turning what might be perceived as a mundane task into an engaging and rewarding experience.

2. Background

An effective method of teaching the Qur'an and Hadith is through the discussion method [6]. This method involves verbal interaction between the teacher and students or among students to solve problems or discuss a particular topic. The Qur'an itself encourages good consultation in facing various issues, as mentioned in Surah Ali-Imran verse 159. The steps of the discussion method include presenting the problem, forming discussion groups, group discussions, reporting the results of the discussion, and recording the outcomes. The advantages of this method lie in stimulating the creativity of students, developing an appreciation for others' opinions, and fostering effective discussion skills. However, it has its drawbacks, such as the possibility of digressing conversations and requiring a substantial amount of time. In the context of learning the Qur'an and Hadith, the discussion method provides space for a deeper understanding of the content and values contained in the sacred texts. Additionally, involving students in discussions can motivate them to be active in their learning and enhance their critical thinking skills. Discussion as a teaching method is crucial because it can utilize various abilities of students, provide opportunities for them to channel their skills, receive feedback on goal achievement, help students think critically, assess their own abilities and roles as well as those of their peers, recognize and formulate problems from personal experiences or lessons, and develop motivation for further learning. Conversely, lecture methods, which are more traditional, tend to be one-way, requiring the teacher's speaking skills, although they can be accompanied by visual aids. Despite being economical and effective for information delivery, lecture methods can make students passive and easily bored.

Group methods utilize the formation of groups for learning and explaining the material learned, while the question-and-answer method involves a dialogue between the teacher and students, encouraging them to ask and answer questions. Experimental methods involve direct practice of the taught material [7], while dramatization takes the essence of the material and presents it in the form of drama. Demonstration methods use visual presentations or direct practice to aid students' understanding [8][9]. The tools and infrastructure for learning the Qur'an and Hadith involve the use of the holy book Al-Qur'an along with its commentary, textbooks, mosques, print media, and responsible roles in the learning process. The family, school, and community environments play a crucial role in Quran and Hadith education. Schools can assist in continuing religious education initiated at home, and non-formal education can also serve as a mentoring and support institution for formal education. Religious education through learning to read the Qur'an in mosques can integrate the development of Islamic thought, culture, law, and society, as well as evoke a sense of connection to governance. Thus, religious education is not only focused on scholarly aspects but also understands the social and cultural context surrounding it.

3. Method

3.1. Object of Action

This research focuses on Quran and Hadith learning at SD 23 Kota Sabang. The study was conducted at SD 23 Kota Sabang, one of the public schools in the city. The participants consisted of 30 students, comprising 13 males and 17 females.

3.2. Research Setting

The research findings indicate that the Quran and Hadith learning process at SD 23 Kota Sabang consists of only one lesson per week, approximately 45 minutes. This limited time poses a challenge in providing in-depth material explanations. Teachers sometimes can only give brief explanations or clarify the meanings found in the books. Memorization of Quranic verses and reading activities often remain incomplete. This factor became the focus of the research to enhance students' ability to read the Quran through habituation activities.

3.3. Data Collection Method

The author used a descriptive method in this action research to address learning issues [10][11]. Data collection took place over 2 months, from July to August 2010. The research population included all sixth-grade students at Negeri 23 Kota Sabang. Data collection involved oral and memorization tests, observations, lesson plans, and observation sheets.

3.4. Action Planning

Action planning activities included various steps, such as teachers utilizing an extra 15 minutes early in the morning, motivating students to arrive early every day, and conducting habituation activities without disrupting other lesson times. Teachers encouraged students to be diligent and prepared observation formats. Evaluation and reflection were conducted to assess the success of the activities.

3.5. Implementation of Action

The implementation of the action involved the planned learning activities, including observations [12]. Observation results were analyzed to evaluate whether these activities improved students' abilities in appreciating their skills in performing funeral prayers.

3.6. Monitoring and Evaluation

Data sources involved students and the research teacher. The collected data were both quantitative and qualitative, encompassing learning outcomes, lesson plans, and observation of learning implementation [13][14]. The success indicator for the research was achieving a Quran reading ability of 60%, while also considering positive changes in students' attitudes toward Quranic material and Islam in general.

3.7. Analysis and Reflection

Observation data were processed using the percentage formula to determine the level of achievement of the research target. Data analysis methods included the use of percentage techniques with predetermined formulas [15].

3.8. Drawing Conclusions

The conclusions of this research were drawn based on the stipulation that the improvement of Quranic reading ability was considered successful if 80% of students achieved a score of 60. Evaluation involved reflection on observation data, and the final research results could be concluded from the achievement of the set targets.

4. Results

4.1. Overview of the Research Area

This research delves into the realm of Quran and Hadith instruction at SD 23 Kota Sabang. The study was conducted at SD 23 Kota Sabang, one among the public schools in the city. The research participants comprised 30 students, with 13 males and 17 females.

4.2. General Description of Research Results

The implementation of habituation activities related to Quranic and Hadith materials has proven effective in capturing students' interest and realizing the intended goals. Furthermore, it has introduced variety into the teaching and learning processes.

4.3. Explanation per Cycle

The research activities spanned a two-month period, with 15 minutes of effective learning each day. The daily habituation journal activities unfolded as follows:

1) Initial Stage - Thursday, July 1, 2021

Location: Primary School Negeri 23 Sabang, Class VI, from 07:45 to 08:00 AM (1 meeting), and Facilitator: Islamic religious teacher for Class VI at SD Negeri 23 Sabang. In this segment, essential observed facts were considered, such as teaching strategies, the method of guiding memorization employed by the teacher, lesson content, classroom management strategies, and more. The activity commenced with a simple ritual of reading a learning prayer, followed by the teacher providing motivation. After direct perception, the teacher engaged the students in the core lesson by giving instructions on the lesson material. The teacher provided examples, and the students followed suit, reading repeatedly. Importantly, the teacher counted the material readings not in one go but in fragments. In the subsequent phase, the learning activities were conducted with the teacher merely observing and correcting the readings that students had not mastered. This took place daily, albeit within the limited timeframe of 15 minutes. To prevent monotony, these habituation activities were interspersed with the memorization of other materials, such as hadith, Ayat Kursi, and more. The activities concluded with prayers for the Prophet and other relevant aspects.

2) Second Stage (second month)

In this phase, according to the author's observations, the habituation activities were deemed quite effective due to the students' interdependence on one another. After conducting an oral test, it was found that only a few students had mastered the readings correctly, while others were still dependent, meaning they had not mastered the material. To address this, the research implemented a solution by grouping proficient students together and those who were still struggling together. Subsequently, after some time, the less proficient group struggled and eventually achieved highly satisfactory results. To solidify the material and prevent student fatigue, the author engaged in question-and-answer sessions and group discussions, motivating students by comparing their progress with others due to their individual differences. These habituation activities were conducted every effective learning day, except for Mondays due to Flag Ceremony events. This comprehensive research journey unfolds against the backdrop of Quran and Hadith instruction, providing valuable insights into effective teaching methodologies and their impact on student learning outcomes. The meticulous exploration of each cycle, coupled with the adaptive strategies employed, highlights the dynamic nature of the research process.

5. Conclusion

In conclusion, the primary goals of Quran and Hadith instruction at SD 23 Kota Sabang encompass equipping students with essential skills in reading, writing, and fostering a deep connection with the sacred texts. The prevalent teaching method employed is the lecture, chosen for its efficacy in conveying the nuances of Quranic verses. However, instructors face significant challenges, including a lack of adequate facilities, limited time allocation, and the need for foundational Quranic reading skills among students. To address these challenges and enhance the learning experience, recommendations are put forth. Parents are encouraged to supplement their children's Quranic reading skills through additional practices, such as enrolling them in a TPA. Fellow educators should share effective teaching methods, promoting a more accessible understanding of Quranic lessons. School administrators play a crucial role in ensuring the availability of supportive facilities and infrastructure. Lastly, Quran and Hadith instructors are advised to deepen their understanding of the subject matter, facilitating effective knowledge transmission to students who can then incorporate these teachings into their daily lives.

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