

The Approach of Al- Qur'an and Hadith Teachers in Teaching Illiterate Students Al-Qur'an at the Islamic State Junior High School in Sigi Regency

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ABSTRACT

This research discusses the analysis of the Qur'an Hadith Teacher's Approach to Illiterate Students of the Qur'an at Islamic Junior High School Alkhairaat Pandere, Gumbasa District, Sigi Regency. This research uses qualitative research methods. The author used observation, interview, and documentation techniques to collect data in the field. Next, the collected data is analyzed using data reduction, presentation, and verification. The results of the research show that the analysis of the Qur'an Hadith Teacher's Approach to Illiterate Students of the Qur'an at Islamic Junior High School Alkhairaat Pandere, Gumbasa District, Sigi Regency includes three points: 1). The learning approach used is a Collaborative Team Games Tournament (TGT) approach and a Two Stay Two Stray collaborative approach. 2). In practice, the teacher uses group learning techniques and writing using Latin letters. 3). Policies taken in cases related to students are always taken by deliberation by the committee and student guardians, and their implementation uses complete supervision from all parties. The implications of this research are expressed in the form of suggestions, namely for the Islamic Junior High School Alkhairaat Pandere to provide more opportunities for Islamic education teachers, especially Qur'an Hadith, to develop their quality in the form of training regarding classroom management, mastery of material and most importantly, deepening and mastering the curriculum and learning approaches which are diverse and continue to develop. Other Islamic junior high schools could adopt the techniques used by the Islamic Junior High School Alkhairaat Pandere in handling students who are illiterate in the Qur'an.

ARTICLE INFORMATION

Keywords:

Al-Quran, Hadidhth, teaching approach, literate

1. Introduction

Islamic Religious Education is planned to prepare students to believe, understand, live, and practice Islamic teachings through guidance, teaching, and/or training activities. The fields of study of Islamic Religious Education include Aqidah-Akhlaq, Qur'an-Hadith, Fiqh, and the History of Islamic Culture. One of the teacher's duties is to teach. This requires every teacher to be able to answer questions about how they should teach. In other words, every teacher is required to have teaching competence. Teachers should have teaching competence if they at least understand and tactically apply various approaches, methods, teaching and learning techniques, their relationship to learning, and other supporting abilities.

Teachers use various approaches, methods, and learning techniques to carry out their primary task: teaching if you can master strategies, methods, and language learning techniques in depth (Güneş, Dilek, Çelikoglu, & Demir, 2011). Language teaching in primary and secondary education introduces social problems through knowledge, skills, attitudes, and sensitivity to face and solve these social problems. Teaching is a complex act, namely the integrative use of several skills to convey a message. Integrating the skills in question is based on theoretical tools and directed by a unique insight (Eilam & Poyas, 2009). All components of teaching and learning simultaneously influence it: goals to be achieved, messages to be conveyed, students' subjects, facilities, and learning environment. The teacher is no less critical regarding his skills, habits, and insight about himself and his mission as an educator.

Education is essential and necessary for the survival of humanity, especially religious education, which is adhered to by every adherent (Aldrich, 2010). Specifically, Islamic Religious Education needs more support regarding methodology and curriculum, teacher and student resources, and other supporting needs. Indonesia, as a country with a majority Muslim population, of course, needs special attention in resolving and creating solutions to problems that arise in the ongoing process of Islamic Religious

Education. Concrete solutions are required from the highest policymakers and education actors.

Islamic Junior High Schools have recently found many fundamental problems, one of which is students who are illiterate in Arabic, Islamic Religious Education teachers are required to complete the material within a specific time target because the curriculum has certain achievement targets without considering how well absorb students' knowledge because there is a significant obstacle to pay attention to, namely students who are illiterate in Arabic (reciting the Qur'an). Of course, students who are the target of presenting Islamic Religious Education material will need help absorbing the material provided, depending on the technique and approach of the teacher himself.

For example, in the learning process, an educator must know three terms that have a hierarchical relationship: approach, method, and technique. An approach is a collection of assumptions related to linguistics. This method is an educator's way of expressing teaching materials related to an approach and is procedural in nature. The technique is an educator's actions in realizing teaching materials and is an implementation (van Driel, Beijaard, & Verloop, 2001). Based on initial observations, the author found that in the Islamic Religious Education learning process at Islamic Junior High School Alkhairaat Pandere, the teachers complained about many students who could not recite the Qur'an (Arabic illiteracy). At the same time, they were required to complete the learning material as optimally as possible as the semester time approached. Of course, this is a severe obstacle that they face. This attracted the author's attention to research the learning approach used by Al-Qur'an Hadith teachers at the Islamic Junior High School.

2. Literature Review

A. Learning Approach

The learning approach is a starting point or point of view on the learning process, which refers to a view of the occurrence of a process that is still very general in nature. The approach to learning greatly influences the strategies and

methods that will be used (Nijhuis, Segers, & Gijselaers, 2005). The term approach comes from the English language and has several meanings. In teaching, the word approach is more accurately defined as "a way of starting something (Trigwell, Prosser, & Waterhouse, 1999). Therefore, the term approach can also be interpreted to start learning. The primary and first task of a teacher is to teach. To carry out this task, teachers need guidelines that can be used as a basis for guidance so that what they do follows government policy, in this case, the Indonesia Department of National Education policy. When implementing activities in the teaching and learning process, the teacher's leading guide is the curriculum.

The curriculum is structured based on an approach to a particular view or philosophy (Oliver et al., 2008). If certain views or philosophies change, the curriculum will change, which means that the teaching and learning guidelines will also change. Curriculum changes are made to adapt educational programs to community needs and improve the quality of education (Barab & Luehmann, 2003). In the past few decades, there have been several changes in approaches to the world of learning, including the world of language learning. One of the developments in language learning is the emergence of an approach based on the philosophy of integrated language education. With the emergence of this approach, the characteristics of the world of education have increased, especially in terms of learning problems.

In the past few decades, the curriculum has changed several times due to changes in certain views or philosophies and changes in learning approaches. This happens in the field of language studies, including Indonesian, so there are several kinds of approaches, such as the objective approach, structural approach, communicative approach, pragmatic approach, and integrated approach.

The function of an approach to teaching is as a general and direct guideline for the steps in the teaching method that will be used. It is often said that approach gives birth to method. This means that the method of a field of study is determined by the approach used. Besides that, it

is not uncommon for the learning method to be taken from the name of the approach, for example, in language teaching. The Synthetic Analytical Structural Approach gave birth to the Synthetic Analytical Structural method. The direct approach gives birth to the direct method. The communicative approach gives birth to the communicative method.

If principles are born from theories in relevant fields, approaches are also born from assumptions in appropriate fields. For example, the language teaching approach is born from assumptions regarding language as a teaching material, assumptions about what is meant by learning, and assumptions about what is meant by teaching. Based on these assumptions, a teaching approach emerged that was deemed suitable for them. The communicative approach was born with the assumption of language as a means of communication and that the main thing in learning a language is through communication.

A certain approach is needed to solve the main problem of choosing a teaching and learning strategy. This particular approach is a starting point or point of view for looking at all the problems that exist in the teaching and learning program. Learning approaches can be understood as the methods a learner uses to learn effectively. In this case, teachers also play an important role in providing methodical tools that enable students to achieve these needs so that they can learn well, understand things, and communicate their understanding. Through this learning approach, students are presented with scaffolding that allows them to be responsible for their understanding. The most important of these basic assumptions is "learning how to learn" and developing awareness in individual students about learning strategies and effective thinking processes. In discussing these approaches and selecting learning methods that can be categorized into each approach, some of them are included; organizational approach, collaborative approach, communicative approach, informative approach, and reflective approach.

Student Facilitator and Explaining Approach

Student facilitators and explaining have characteristics that encourage students to be

active and brave in the learning process. This learning model is also exciting and fun, so students feel energized while learning. Student facilitator and explaining is to design teaching and learning activities that stimulate students to participate actively in the teaching and learning process (Hew & Cheung, 2008). An appropriate strategy for delivery is needed, starting from the use of methods, approaches, or even types that can arouse students and motivate them to learn. Students have the opportunity to explain social studies material studied by other students. This innovative model or method often causes students to experience learning difficulties, especially when listening and asking questions.

The basic idea of this strategy is how teachers can present or demonstrate the material in front of students and then allow them to explain it to their friends. So, the Student Facilitator and Explaining strategy is a series of presentations of teaching material that begins with an open explanation, allows students to explain it again to their colleagues, and ends with delivering all the material to the students. One of the materials that can be applied with the SPE strategy is light and its properties, objects and their properties, the movement of the earth and moon, heat conductors and insulators, and so on. The key is that all material that can be demonstrated can also be presented through the SFE strategy.

Course Review Hooray Approach

Course Review Hooray (CRH) is a type of cooperative learning that begins with providing competency information and presenting material, questions, and answers for consolidation (Rahmawati & Prasetyo, 2018). Students or groups write arbitrary numbers and put them in a box, and the teacher reads a question whose number is chosen randomly. Students with the same number as the question number read by the teacher have the right to answer. If the answer is correct, then a score is given, and the students welcome it with shouts of "hurray" or other rewards, conclusion and evaluation, and reflection. Javanese people, including those in the Yogyakarta area, have known a traditional game called "*telu dadi*" or in Indonesian means "three

things" since 1960-1970, meaning when there are three "*gacuk*" playing tools in three rows (both horizontal, vertical and diagonal) means winning. The three-way game can be connected to the steps of the Course Review Hooray (CRH) method in learning.

According to the Course Review Horay (CRH) language, it consists of three words: "course," which comes from English and means path, course, and guidance. Meanwhile, "review" means reviewing, repeating, and the word "hooray" means shouting "hooray" to signal victory or success for something done. Course Review Hooray (CRH) can be interpreted as guidance for evaluating subjects in the form of repetition where the word "hooray" is added for those who do it correctly. Course Review Hooray is a learning method that can create a lively and enjoyable classroom atmosphere because every student who can answer correctly must shout "Hooray!" or other chants you like. This method seeks to test students' understanding in answering questions written on cards or boxes with numbers. Students or groups who give answers must immediately shout 'Hooray!' or sing the group's slogan. This method also helps students to understand concepts well through group discussions.

Demonstration Approach

The demonstration method involves showing or demonstrating a process of an activity (Kiebler & Woody, 1923). Demonstrations can be used in all subjects. Educators must ensure that all students can pay attention to (observe) the object being demonstrated. Before the demonstration process begins, educators must prepare the tools to be used in the demonstration. Another opinion says that the demonstration method is the presentation of lessons by demonstrating to students a particular process, situation, or object, whether it should be just an imitation so that students can know and understand it in real or imitation. In the demonstration method, there is a strategy; with a demonstration strategy, students can observe what is happening, how the process is, and what the results are. For example, one of the most likely demonstration tools is a whiteboard, considering

its multi-process function. Using a whiteboard, educators and students can describe objects, create schemes, make mathematical calculations, and demonstrate concepts and other facts in the classroom. The strategy for the demonstration method can be carried out by following the following stages: 1. formulate the type of proficiency or skill that will be obtained after the demonstration method. 2. Determine the equipment to be used, then test it first so the demonstration is successful. 3. Determine the procedures to be carried out and conduct experiments before the demonstration. 4. Determine the duration of the demonstration method. 5. Ask students to note down things they deem necessary. 6. Establish a plan to assess student progress.

Demonstration is a teaching strategy where the teacher shows a real object, an imitation object, or a process from the material being taught to all students. This also means that a demonstration strategy presents lessons by demonstrating a particular process, situation, or object being studied, either in the form of an imitation shown by the teacher or other learning resources in front of all students. With a demonstration strategy, students can observe what happens, how the process works, what materials are needed, and what the results are. However, this method becomes less meaningful if the thing being demonstrated is too small. Observing will be challenging, especially if the explanation must be completed and clarified. When using this method, teachers should design real places and situations and encourage students to dare to try to do the same thing. For example, considering the multi-process functions, a whiteboard is the most likely demonstration tool. Teachers and students can use a whiteboard to describe objects, create schemes, make mathematical calculations, and demonstrate other possible concepts and facts.

3. Methodology

This research adopts a qualitative approach. Qualitative research is characterized by collecting descriptive data, including the informants' words, actions, and feelings, who serve as the needed data sources (Nurdin &

Pettalangi, 2022). The collected data is supported by textual and documentary data (files, audio, visual, audiovisual) that support the research. With this approach, the researcher aims to provide a detailed description of the phenomena occurring in the field, the nature of the phenomena, and all aspects related to the theme under investigation(Nurdin, Stockdale, & Scheepers, 2013).

This study is classified as a case study research. Case study research delves more intensively into the current situation to gather information (Nurdin, Scheepers, & Stockdale, 2022). In other words, the researcher must build good relationships with various individuals and entities to become sources of information within the environment, such as academic units, social groups, individuals, institutions, and communities. The researcher must also immerse themselves in the surrounding environment to gather as much data as possible. The research was conducted at a state senior high school of Sigi regency, Centra Sulawesi, Indonesia.

4. Result and Discussion

4.1 Analysis of the Qur'an Hadith Teacher's Approach

Before going any further in presenting the results of our research in this thesis scientific work, the author will first introduce readers to the basic concepts of this research. This is intended so that the research results can be fully conveyed to readers, namely, Analysis of the Qur'an Hadith Teacher's Approach to Illiterate Students of the Qur'an at Islamic Junior High School Alkhairaat Pandere, Gumbasa District, Sigi Regency. Analysis is an investigation, and the learning approach is a teacher's starting point or point of view regarding the learning process. Furthermore, this research discusses investigations at Islamic Junior High School Alkhairaat Pandere into the learning approach of illiterate students of the Qur'an by Qur'an Hadith teachers.

The author will explain the research results, which will then be followed by a discussion linking them to previous theories and research. Based on observations, interviews,

document review, and research carried out, the author formulates an analysis of the Qur'an hadith teacher's approach to illiterate students of the Qur'an at Islamic Junior High School Alkhairaat Pandere for the three points that will be explained. The three points are: 1). Learning approach, 2). strategy or technique used, 3) policy of the Islamic Junior High School head (Leader).

Regarding the learning approach applied to students who are illiterate in the Qur'an by Qur'an Hadith teachers, there is no theoretical learning approach truly devoted to dealing with such students. However, there are similarities in the spontaneous learning approach used so far. It depends on the situation and conditions in the class at that time.

The explanation above, as per the author's interview with the Hadith study teacher at Alkhairaat Pandere Islamic Junior High School named Ustazah Halwannuu, who said:

As long as we teach the Qur'an Hadits studies, there are several obstacles, especially students who need help reciting the Qur'an (Illiterate the Qur'an). Teachers must complete the learning within a specific time, namely next semester. How can we teachers complete the material if the participants are still students who don't understand what they are learning at that time? In this case, we don't have a specific learning approach; we use techniques or methods spontaneously by trying to provide the best for students.

There are several learning approaches used in dealing with students who are illiterate in the Quran, and there are several theoretical approaches that are similar in practice by teachers in the field of Quran Hadith Studies at Islamic Junior High School Alkhairaat Pandere, the author, can conclude as follows:

1. Students study the material in the room (class). They are formed into several groups, and each group combines students with low, medium, and high abilities so that each group can always liven up the atmosphere in each learning process so that students with low skills can read the Qur'an. The aim is to understand and enjoy learning because if a task is given, the result is collective or group

work. The author concludes that this learning approach has similarities with the Collaborative Teams Games Tournament (TGT) approach, a learning approach discovered by Slavin in 1995, namely an approach that can improve the basic skills of achieving positive interactions between students, respect for learning and an attitude of acceptance towards other students who are different.

2. Students are formed in each group with a group learning system with the aim that students can work together, be responsible, help each other solve problems, and encourage each other to achieve. This model results in students being able to socialize with each other well, which aims to direct students to be active in discussing, asking questions, looking for answers, explaining, and also listening to the material well. In learning the Qur'an Hadith at the Islamic Junior High School Alkhairaat Pandere, this learning model is often applied and is very well used with the aim that students can help each other if there are weaknesses in their group friends, one of which is a group friend who cannot read the Qur'an, the author concludes This learning approach has similarities with the Collaborative Two Stay Two Stray approach, a learning approach discovered by Spencer Kagan, this model can be used in all fields of study and for every age level, this type of group learning allows students to work together with each other in learning, in the teaching and learning process which relies on the ability of other students to interact with their friends in mastering the material being studied as well as having social skills, working together, helping each other, sharing tasks, hearing other people's opinions and the ability to ask questions. This model can communicate subject matter by sharing information.

4.2 Strategy of the Qur'an Hadith Teacher at Islamic Junior High School Alkhairaat

Several strategies and techniques are applied by Qur'an Hadith teachers in dealing with students who are illiterate in the Qur'an at Islamic Junior High School Alkhairaat Pandere.

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The discussion of implementing learning strategies in this field of study is presented to find the best way to learn the Qur'an Hadith, with the goal that students are able to master the material even though the stages are little by little. Talking about the application of Qur'an Hadith learning strategies in dealing with students who are illiterate in Arabic at the Islamic Junior High School Alkhairaat Pandere, according to the results of the author's interview with his study teacher, he stated that this learning has several strategies used, as follows:

1. Strategy for writing with Latin letters

This strategy is referred to as a strategy that is implemented suddenly and is essential to implement if there are students who are illiterate in the Qur'an (not yet able to recite the Qur'an), that is, the letters of the Qur'an or Hadith contained in the discussion material are read aloud and then written in Latin. The students are instructed to read the writing; thus, if students in this learning will move to the next stage following the Basic Competencies that will be achieved, such as students being able to memorize one of the letters or hadiths contained in the material discussed, then in this way These students have indirectly been facilitated in achieving basic competencies, automatically these students are considered capable or able to master the material that has been studied.

According to the author's interviews with teachers in his field of study, this strategy is considered very effective. Students can be regarded as capable reasonably quickly because they can immediately memorize surahs from the Qur'an or Hadith according to their Basic Competency achievements in the material discussed at that time.

2. Group study strategies

We often encounter strategic group learning in any educational institution. This strategy is considered capable of reducing the teacher's burden because students can help each other complete the tasks given by the teacher. This group learning can be carried out in school or outside school and in the classroom or outside the classroom. In the author's interview with the

teacher in the field of Qur'an hadith studies at Islamic Junior High School Alkhairaat Pandere, this strategy is also used in his learning, namely:

The teacher groups students by combining students who cannot read the letters of the Qur'an with those who can so that if they are assigned to groups, students can help each other solve problems.

This can be exemplified in the material from Chapter Three of class eight, namely "The Strength of Faith Through Doing Good Deeds Correctly and Sincerely," Hadith from the History of Bukhari Muslim from Abu Huraira and Bukhari from Hakim Bin Hizam. In this material, students strive to achieve Basic Competency by being able to analyze the contents of the hadiths of the history of Bukhari Muslim and Abu Khurairah and the hadiths of Bukhari's history from Hakim bin Hizam, with a competency map including students' individual reading and writing activities.

3. Listening and speaking strategies

In this case, this strategy is also applied to learning the Qur'an Hadith at the Alkhairaat Pandere Islamic Junior High School. In an interview, the author and the study teacher explained that this strategy emphasizes two aspects, namely listening and speaking, and the steps taken are as follows:

- a) Learning requires listening, speaking, reading, and finally writing.
- b) Grammar teachers in teaching present material in the form of sentence patterns or dialogues with exciting topics such as daily activities.
- c) All grammatical elements must be presented in stages, from easy to complex.
- d) Possibilities in giving responses must be avoided.

5. Conclusion

The learning approach of the Qur'an Hadith teacher in dealing with illiterate students of the Qur'an at the Islamic Junior High School Alkhairaat Pandere is exploring and investigating the learning approaches and methods used by the

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Qur'an hadith teacher at the Islamic Junior High School. Furthermore, it will analyze the Qur'an Hadith teacher's approach to dealing with students who are illiterate in the Qur'an and the use of teaching methods. The teaching strategy students apply is essential to implement; the author can conclude that the technique of writing with Latin letters in the Qur'an reading material and the 10-minute movement for learning to read is the solution to the problems faced.

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