Al-Quran Hadith Learning Strategy at MTs EX PGA Univa Medan

Sharia Hafizhoh [1*] , Hasnil Aida [2] , Mesran [3]

[1] *(University Al Washliyah Medan, Indonesia).*
[3]*(University Al Washliyah Medan, Indonesia).*
[2]*(University Al Washliyah Medan, Indonesia).*

* Corresponding Author. E-mail: [1]sarihafizhoh@gmail.com

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tingkat strategi pembelajaran Al-Quran Hadits di MTs Ex PGA Univa Medan baik secara kelompok maupun individu. Dalam penelitian ini penulis menggunakan pendekatan penelitian kualitatif, dalam proses pengumpulan data penulis menggunakan beberapa metode yaitu observasi, dokumentasi dan wawancara. Adapun analisis datanya, penulis menggunakan teknik deskriptif kualitatif, yaitu berupa penyajian data secara tertulis mengenai data-data terkait, baik tertulis maupun lisan dari objek penelitian di instansi tersebut, dalam hal ini penulis menggambarkan secara keseluruhan tentang keadaan yang sebenarnya. Hasil penelitian menunjukkan bahwa di MTs Ex PGA Univa Medan menggunakan strategi pembelajaran yang berbeda sesuai dengan situasi dan kondisi.

Kata Kunci: *Strategi, Belajar Mengajar, Al Quran Hadits*

Abstract

The research aims to describe the level of strategy Al -Quran Hadith learning at MTs Ex PGA Univa Medan both in groups and individually. In this study, the authors used a qualitative research approach, in the data collection process the author uses several methods, namely observation, documentation and interviews. As for the data analysis, the author uses qualitative descriptive techniques, namely in the form of written data presentation regarding related data, both written and oral from research objects in the institution, in which case the author describes the overall about the real situation. The results of the study showed that in MTs Ex PGA Univa Medan using different learning strategies according to situations and conditions.
Keywords: Strategy, learning to teach, Al Quran Hadith

Introduction

Many elementary and high schools in America realize that everyone has an optimal way of learning new information. They understand that some students need to be taught ways other than the standard learning style. If these students are taught using standard methods, they are less likely to understand what is being taught. Effort educates life nation And develop quality whole human being, is an educational mission that is the responsibility of answer professional every teacher. Development quality man This become something a necessity, especially in facing the demands and challenges of the times growing rapidly.

Strategy is a very influential component in the world of education, one of which is in the learning process of Islamic religious education. This Islamic religious education learning strategy is one of the efforts to apply how the values of Islamic religious teachings

that exist in each material can be learned, understood and can be practiced by students in everyday life. Because the strategy is very important in learning activities to achieve the goals achieved. Learning strategies can be studied from the two words formed, namely strategy and learning. The word strategy means the art of using resources to achieve certain goals. In learning, learning strategies are used with the use of various resources (teachers and media) to achieve learning objectives. While learning means student learning efforts. Thus, learning strategies mean ways and arts to use all learning resources in student learning efforts. As a way, learning strategies are developed with certain rules so as to form a separate field of knowledge.

This quality-oriented education faces various challenges that cannot be overcome with paradigms long time (Ali Imron , 1996) . Rapidly developing science and technology cannot be caught up in the old ways used in our schools. It's like chasing car Which drove with speed tall over the road toll with delman.

Strategi Study teach is something step organizing components learning which is conducted in framework achievement learning objectives. The learning system consists of components Which each other influence, ie objective instructional Which want to achieved, the material taught, teachers and students who must play a role as well as being in certain social relationships, the types of activities carried out, as well available teaching and learning facilities and infrastructure. The physical and social environment also influences the ongoing learning process. If whole the learning components are well prepared and designed, then quality education with itself will increase. However, from whole these components, teacher which is the main component. If the teacher good quality, then education will also be good because it is in the hands of the teacher Which well any limitations that affect the learning process can be overcome or minimized.

Teacher Which is determinant in reach success learning demanded for always increase quality. Teacher Which quality is Teacher Which fulfil standard qualification and competence. Wrong One competence

Teacher is competence pedagogic. Competence pedagogic covers understanding to learners, planning And implementation learning, evaluation results Study, And development participant students to actualize their various potentials The teacher also has the duties and responsibilities of mastering various effective ways according to the type and learning style possessed by individual students, having a positive attitude towards their duties and profession, the subjects they coach so that they always strive to improve their abilities in carrying out their duties as a teacher. .

Based on initial observations made by researchers at MTs Ex PGA Univa Medan, Islamic Religious Education subject teachers have used expository learning strategies because in direct learning students easily understand, accept, and memorize the material provided, but all of that is complicated because teaching and learning activities Those carried out in schools are limited by very minimal meetings, namely students only study Al-Quran Hadith only once a week .

With this minimal meeting also causes a lack of motivation of students in learning, decreased student learning outcomes, some students are lazy to do the assignments given. Most of them do not care about learning Islamic Religious Education, boredom and laziness envelop student learning activities, so that the learning outcomes of Al Quran Hadith are not maximized . Based on the explanation above, there are many factors that affect the effectiveness of learning, namely the inactivity of students in the teaching and learning process such as the lack of interest or desire of students to learn in learning Al Quran Hadith . So here the researcher wants to research about "Learning Strategies of Al Quran Hadith at MTs Ex PGA Univa Medan"

Method

This study uses qualitative methods . Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language, in a special natural context with using natural methods (Moleong , 2017). Qualitative research is a process of naturalistic

inquiry that seeks deep understanding of natural social phenomena (Hendryadi , 2019). Qualitative research emphasizes quality not quantity and the data collected does not come from questionnaires but comes from interviews, direct observation and other related official documents.

Qualitative research is also more concerned with the process aspect than the results obtained. This is because the relationship between the parts being studied will be much clearer if observed in the process. This research was conducted at MTs Ex PGA Univa Medan. Prior to this research , a preliminary survey was carried out . This location was taken by the researcher because the research location was very close with the researcher's place of residence, then the facilities and infrastructure in this school are sufficient enough to be studied.

Result and Discussion

In language, strategy can be conveyed as a strategy, tip, trick, or method. while in general strategy is an outline of a course in acting to achieve predetermined goals (Rosma Hartini , 2019) . At first the term strategy was used in the military world which was interpreted as how to use all military power to win a war. Someone who plays a role in setting strategy, to win the war before taking action, he will consider how the strength of the troops he has both in terms of quantity and quality; for example the ability of each personal, the number and strength of weapons, the motivation of troops, and so forth. Furthermore, he also collected information about the opposing forces, both the number of soldiers and their weapons. After everything is known, only then does he devise what actions to take, both regarding war tactics that must be carried out, tactics and warfare techniques, as well as the right time to carry out an attack and so on (Wina Sanjaya, 2006) .

The word learning is a combination of two learning and teaching activities. Methodological learning activities tend to be more dominant in students, while instructional teaching is carried out by teachers. So the term learning is a summary of the words learning and teaching. In other words, learning is a simplification of the words learning and teaching / BM, teaching and learning process /

PMB, or teaching and learning activities (Ahmad Santoso, 2013) .

From the explanation above, the researcher can conclude that learning is a teaching and learning process carried out by educators and students in order to achieve the expected learning objectives, as well as where students acquire new knowledge and knowledge that they do not yet know. A learning strategy is a plan that contains a series of activities designed to achieve educational goals. Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. The selection of learning strategies is inseparable from the curriculum used and the characteristics of students. The characteristics of students are mainly related to the initial experience and knowledge of students, the interests of students, the learning styles of students, and the development of students.

Based on the analysis it can be concluded that strategy Which used in learning Al Koran Hadi s at Madrasah Tsanawiyah Ex Pga Univa Medan are : learning strategies *contextual (CTL) , cooperative* strategy , *Jigsaw* strategy , *Number Head Together* strategy , and *Index Card Match* strategy .

As for steps learning is :
1. Strategy learning *Contextual(CTL)* steps learning:
   a. Step First: introduction, includes:
      1) The teacher explains the competencies to be achieved and benefits from learning
      2) The teacher explains the CTL procedure (students are divided be a few groups, each group made observations, then asked questions answer between teacher and student).
   b. Step second: Core, includes:
      1) Student do observation And record results observation
      2) So student discuss results observation And report results the discussion as well as Answer the question group other.
   c. Step third: closing, includes:
      1) Students conclude the results of observations

2) Students are given assignments from the teacher

2. Strategy Learning *cooperative*
   steps learning:
   a. Explanation material
   b. Study in groups
   c. Rating, and
   d. Confession team

3. *Jigsaw Learning* steps strategy *jigsaw* is:
   a. Take your pick material lesson Which can shared become a number of segment (part).
   b. For participant educate become a number of group in accordance with segment Which There is.
   c. Every group get task read, discussion, And understand material Which have them accept.
   d. Every group send its members to group other For convey What Which has they learn in group.
   e. Return atmosphere class like beginning Then ask if There is problems Which No solved in group.
   f. Berries participant educate a number of question For check understanding they.

4. *number heads together* steps strategy includes:
   a. Teacher convey objective learning
   b. Student shared in group, every student in every group get number
   c. Teacher give task And each group do it
   d. Group discuss answer Which Correct And ensure every group can do or know the answer
   e. Teacher call number Wrong One student And number Which called report the result of the collaboration
   f. Response from Friend Which other, Then Teacher pointing number Which other.
   g. Conclusion.

5. *Index Cards Match*
   The strategic steps include:
   a. Teacher convey core material And competence Which want to achieved
   b. Teacher make piece paper a number student Which There is.
   c. For amount paper the become two part Which same. Write question on part paper And answer on part paper Which other.
   d. Then the teacher shuffles all the papers so that the questions are mixed And answer.
   e. For each student one piece of paper. Explain that this is an activity Which done in pairs. Half participant educate will get question And half Which other will get answer.
   f. Instruct the students to find their partner, then the teacher do confirm .

The implementation of the strategy can be said to be good and proven by achievement of student learning outcomes with an average grade of 80 and above, power absorb 80% to the top, and KKM has been achieved.

CONCLUSION

The results of learning the Koran and Hadith of MTs Ex PGA Univa Medan students in this case show that if the learning strategy can be :

1. There is a positive and significant relationship between learning strategies and tend to be good, the results of students' learning the Qur'an and Hadith will also be good MTs Ex PGA Univa Medan, and vice versa, the lower the student learning strategy , the lower the learning outcomes of Al -Quran Hadith students at MTs Ex PGA Univa Medan. The results of the coefficient of determination (meaning that 41% of the variation in the results of learning the Qur'an and Hadith of MTs Ex PGA Univa Medan is determined by the student's learning strategy .

2. There is a positive and significant relationship between students' learning motivation and students' learning outcomes of Al -Quran Hadith MTs Ex PGA Univa Medan , student learning tends to be good, the results of learning Al- Quran Hadith are also good . and vice versa, the lower the students ' learning motivation , the lower the learning outcomes of Al- Quran Hadith students at MTs Ex PGA Univa Medan.

3. There is a significant positive relationship with fish between learning strategies and student learning motivation with learning

outcomes of Al - Quran Hadith students of MTs Ex PGA Univa Medan, this matter show that if style Study and student learning motivation _ _ _ tends to be good, it will increase the pattern of Al - Quran Hadith Learning Outcomes of MTs Ex PGA Univa Medan students, vice versa more and more the lower the learning strategy and student learning motivation , the lower the learning outcomes of Al - Quran Hadith students at MTs Ex PGA Univa Medan. Results the coefficient of determination of learning outcomes Al -Qur'an Hadith MTs Ex PGA Univa Medan students determined by student learning strategies .

SUGGESTION

Based on results and conclusions of research then can suggested as follows :

- Ministry of Religion of the Republic of Indonesia and the Office of National Education of the Republic of Indonesia for always make improvements in the world of education, specifically metallic, skills and well-being student.

- Preferably the learning strategies used by students are expected to be able to improve learning outcomes.

- Researchers who want to examine other related factors with student learning outcomes should check back carefully related research results with learning outcomes.

REFERENCES

Abdul Kadir Munsyi et al, Practical Guidance Teaching Guidelines for Candidates Teacher, Surabaya, national Business, 1981.

Abu Ahmadi and Widodo Supriyono, Learning Psychology, Jakarta, Rineka Create, 1991.

Ahmad Rohani HM and Abu Ahmadi, Teaching Management, Jakarta, Rineka Cipta, 1991.

Ahmad Susanto, Learning Theory and Learning in Elementary Schools, Jakarta: Kencana, 201 3 .

Ali Imron, Learning And Learning, Jakarta, Dunia Pustaka Jaya, 1996.

Anas Sudijono, Introduction to Education Statistics, Jakarta, Grafindo King Homeland, 1995.

Arief. S. Zadiman, Educational Media, Jakarta, King Grafindo Persada, 2003.

Arikunto, S. Research Procedures A Practice Approach . Jakarta: Rineka Cipta , 2010.

An-Nahlawi, Abdurrahman, Principles and Methods of Islamic Education, Jakarta, Diponegoro, 1989.

Bobi Deportee and Mike Hernacki, Quantum Learning, Bandung, Kaifa, 1999.

Chalijah Hasan, Educational Psychology Dimensions, Surabaya, Al-Ikhlas, 1994.

Ministry of Religion of the Republic of Indonesia, the Koran and its translation, Bandung, Echo Press Release, 1991.

Hendryadi , Tricahyadinata, I., & Zannati, R. Research Methods: Research Guidelines. Business and Academics. Management Development Institute , Jakarta, 2019 .

Jalaluddin Rahmat, Communication Research Methods Equipped with Examples and Statistic analysis, Bandung, Rosdakarya Youth, 1993.

cartono, kartini, General Psychology, Jakarta, Mandar Maju, 1994.

Lexi Moleong, Qualitative Research Methodology, Bandung, Youth Rosdakarya, 2000.

Made Wena, Contemporary Innovative Learning Strategies, Jakarta , Bumi Aksara, 2012 .

M.Arifin, Lead Relations Come back Religious Education in the Environment school And Family, Jakarta, Moon Star, 1978.

M. Ngalim Purwanto, Theoretical And Practical Educational Sciences, Bandung, Teenager Rosdakarya, 1991.

Moh. Uzer Usman, Becoming a Professional Teacher, Bandung, Rosdakarya Youth, 1995.

, L.J. Qualitative Research Methods. Bandung: PT. Rosdakarya Youth , 2017.

M. Sastrapradja, Dictionary of Educational and General Terms, Surabaya, Business National, 1981.

M. Athiyah Al Abrasy, Fundamentals of Islamic Education, Jakarta, Moon Star, 1990.

Oemar Hamalik, Rooting Planning Based on a Systems Approach, Jakarta, Earth Literature, 2003.

Piet A. Sahertian and Ida Aleida Sahertian, Education Supervise In The framework of the Inservice Education Program, Jakarta, Rineka Cipta, 1990.

Aksra Earth Editor, System Law National Education RI Law No. 2 yrs. 1989 and its Implementing Regulations, Jakarta, graphic rays , 1993.

Roestiyah NK, Teaching Science Problems, Jakarta, Script Development, 1989.

Rosma Hartini, teaching and learning strategies, Bengkulu , 2019 .

Salim Bahreisy, Translation of Riadhus Shalihin I and II, Bandung, Al-Ma'rif, 1997.

Slameto, Learning And The Factors That Influence It, Jakarta, Rineka Create, 1991

Sorimuda Siregar, teaching Planning, Medan, IAIN Press, 1996.

Sumadi Suryabrata, Educational Psychology, Jakarta, Rajawali Press, 1989.

Sutrisno Hadi, Research Methodology, Yogyakarta: Andi Offset, 1993.

Snelbecker, Glenn R, Learning Theory Instrumental Theory and Psycho-Educational Design, New York: Megraw-Hill Book Company, 1974.

Tabrani Rusyan, Approaches In The Teaching And Learning Process, Bandung, Youth Rosda Karya, 1994.

Wasty Soemanto, Educational Psychology, Jakarta, Rineka Cipta, 1998.

Wina Sanjaya. Learning strategies; Standard Oriented Educational Process. Jakarta , Kencana. 2006.

Zainuddin et al, The Ins and Outs of Education and Al-Ghusnli, Jakarta, Earth Script, 1991.