



## Development Strategies for Al-Qur'an and Hadith Learning Management at MIS Bidayatul Hidayah 2 Percut Sei Tuan

Romat Efendi Sipahutar<sup>1</sup> Umi Kalsum<sup>2</sup>

<sup>1,2</sup> Universitas Islam Sumatera Utara, Indonesia

Corresponding Author: ✉ [romat.efendi@fai.uisu.ac.id](mailto:romat.efendi@fai.uisu.ac.id)

### ABSTRACT

This study examines the development strategies for Al-Qur'an and Hadith learning management at MIS Bidayatul Hidayah 2 Percut Sei Tuan, focusing on the effectiveness, challenges, and areas for improvement in delivering Islamic religious education. Using a qualitative descriptive approach, data were collected through interviews, classroom observations, and document analysis involving teachers, administrators, and students. The findings reveal that the structured lesson plans, interactive activities, and weekly assessments used by the school effectively engage students in understanding and memorizing Quranic verses and Hadith. However, challenges such as limited teaching resources, inadequate teacher training, and inconsistent parental involvement were identified as barriers to the program's full potential. The study also highlights the potential for technology integration to enhance learning experiences and the importance of consistent evaluation to track both academic and behavioral progress. Addressing these challenges through improved resource allocation, enhanced training opportunities, stronger community partnerships, and technology use can further strengthen Al-Qur'an and Hadith learning at MIS Bidayatul Hidayah 2, fostering a deeper understanding of Islamic teachings among students.

Key Word

*Al-Qur'an learning, Hadith education, Islamic education management, teaching strategies, MIS Bidayatul Hidayah 2*

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## INTRODUCTION

The role of Islamic education institutions, particularly madrasas, in teaching the values and teachings of Islam is fundamental to the spiritual and moral development of students. Among the core subjects in Islamic education are Al-Qur'an and Hadith studies, which serve as the primary sources of Islamic knowledge and ethical guidance. The effective management of learning in these areas is essential for ensuring students not only understand but also internalize and apply these teachings in their daily lives. According to Yasin (2018), the management of learning in Islamic educational institutions should focus on optimizing both the academic and spiritual dimensions of students' education.

At MIS Bidayatul Hidayah 2 Percut Sei Tuan, the teaching of Al-Qur'an and Hadith is considered one of the cornerstones of the curriculum. The school seeks to instill a strong foundation in Islamic knowledge among its students by integrating both memorization and comprehension practices in Al-Qur'an and Hadith studies. However, the school faces challenges in managing these subjects effectively due to limited resources and the need for teacher training in pedagogical strategies tailored to Islamic studies. As Syahputra (2020) notes, managing Islamic education requires an approach that combines traditional knowledge with modern teaching strategies to create an engaging and effective learning experience.

The development of an effective learning management strategy for Al-Qur'an and Hadith studies is critical in supporting the mission of MIS Bidayatul Hidayah 2. A sound strategy not only provides structure but also ensures consistency in delivering educational content across different levels. This aligns with the view of Husna (2019) that strategic learning management helps create a stable environment for knowledge transfer, allowing students to gradually build their understanding of religious principles. Without such a strategy, students may struggle with fragmented or inconsistent learning experiences that hinder their comprehension of the material.

One of the primary challenges in teaching Al-Qur'an and Hadith in madrasas is the variability in students' levels of comprehension and memorization abilities. Effective management strategies can address these differences by incorporating differentiated instruction that caters to individual student needs. Yusri (2021) emphasizes the importance of adaptive learning approaches, which allow educators to tailor their teaching methods to each student's pace and capabilities. This is especially important in Islamic studies, where memorization and understanding must go hand-in-hand.

Another key consideration in developing an effective learning management strategy for Al-Qur'an and Hadith is teacher competence. Teachers play a central role in imparting religious knowledge and modeling Islamic values for their students. However, many teachers lack formal training in the latest pedagogical techniques for Islamic studies, which limits their effectiveness in the classroom (Sulaiman, 2019). Investing in professional development for teachers is crucial to equipping them with the skills needed to manage and deliver Al-Qur'an and Hadith lessons effectively.

Furthermore, the involvement of parents and the surrounding community in supporting Al-Qur'an and Hadith education is essential for reinforcing the values taught at school. Research by Nasir (2020) highlights that community engagement contributes significantly to students' religious development by providing a supportive environment that extends beyond the classroom. This cooperation ensures that the lessons of the Al-Qur'an and Hadith are reinforced through real-life applications, deepening students' commitment to Islamic teachings.

In addition, the integration of technology in Al-Qur'an and Hadith education can enhance the effectiveness of learning management strategies. The use of digital tools, such as interactive applications and online resources, has been shown to increase students' engagement and retention of information (Rahmawati, 2021). Digital platforms can provide students with supplementary learning materials and allow for self-paced learning, which is particularly useful for complex subjects like Al-Qur'an and Hadith.

Assessing students' progress in Al-Qur'an and Hadith studies also plays an important role in effective learning management. Periodic evaluations allow educators to identify areas where students may need additional support and to adjust their teaching strategies accordingly. According to Zainuddin (2019), regular assessments provide valuable feedback that can guide the improvement of instructional practices, ensuring that students' learning outcomes align with the objectives of the curriculum.

Lastly, establishing a collaborative culture among teachers at MIS Bidayatul Hidayah 2 is crucial for the success of Al-Qur'an and Hadith education. A collaborative environment encourages the sharing of best practices and insights, allowing teachers to continuously refine their approaches to teaching these subjects. As suggested by Hamidi (2020), a team-based approach to learning management fosters innovation and resilience, enabling teachers to overcome challenges and enhance their instructional techniques.

In summary, the development of a comprehensive learning management strategy for Al-Qur'an and Hadith studies at MIS Bidayatul Hidayah 2 is essential for providing students with a structured and effective religious education. By addressing the challenges related to student diversity, teacher training, community involvement, technology integration, and collaborative teaching practices, the school can strengthen its approach to Islamic education and promote a deeper understanding of Islamic values among its students.

## **RESEARCH METHOD**

This research employs a qualitative descriptive approach to explore and analyze the development strategies for managing Al-Qur'an and Hadith learning at MIS Bidayatul Hidayah 2 Percut Sei Tuan. A qualitative approach is suitable for this study as it allows an in-depth understanding of the educational practices, challenges, and strategic planning involved in Al-Qur'an and Hadith learning management. Through this approach, the study aims to capture the perspectives of teachers, administrators, and students directly involved in these religious education programs.

The research site for this study is MIS Bidayatul Hidayah 2, where observations and interviews will be conducted to gather data. Purposeful sampling is used to select participants, including school administrators, Al-Qur'an and Hadith teachers, and

selected students who are actively engaged in these classes. This targeted selection of participants ensures that the data collected is relevant and provides comprehensive insights into the current management practices and areas needing development within the school.

Data collection methods include semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews will be conducted with teachers and administrators to gain insights into the strategies they employ, the challenges they face, and the outcomes they observe in Al-Qur'an and Hadith learning. Classroom observations will focus on teaching practices, student engagement, and the overall learning environment, providing additional context to the interview data. Document analysis will involve reviewing school curricula, lesson plans, and relevant policy documents to understand how Al-Qur'an and Hadith education is structured and implemented at MIS Bidayatul Hidayah 2.

Data analysis in this study follows a thematic approach, where data from interviews, observations, and document analysis are coded and organized into themes that reflect key aspects of learning management. This includes examining the effectiveness of teaching strategies, challenges in resource allocation, and the role of teacher and community support. Through thematic analysis, recurring patterns and significant findings can be identified and interpreted to provide a comprehensive view of the management strategies used in Al-Qur'an and Hadith education.

To ensure the validity and reliability of the data, triangulation is applied by combining multiple data collection methods and cross-verifying information gathered from different sources. Additionally, member checking will be used, where participants review their interview responses to confirm the accuracy of the recorded data. Ethical considerations, such as informed consent and confidentiality, are prioritized to ensure participants feel comfortable sharing their experiences and perspectives, allowing for authentic and meaningful insights into the learning management strategies at MIS Bidayatul Hidayah 2.

## **RESULTS AND DISCUSSION**

### **1. Effectiveness of Learning Strategies in Al-Qur'an and Hadith Education**

The study found that the learning strategies implemented in Al-Qur'an and Hadith education at MIS Bidayatul Hidayah 2 Percut Sei Tuan have been effective in enhancing students' understanding and appreciation of Islamic teachings. Teachers have adopted a structured approach to lesson planning, which includes integrating memorization (tahfiz), interpretation (tafsir), and application (tadabbur) of the Al-Qur'an and Hadith into daily lessons. This multi-dimensional approach has positively impacted students, as they not only memorize but also comprehend and apply Islamic teachings in their lives. Observations during lessons revealed that students

demonstrated increased engagement and enthusiasm in their Al-Qur'an and Hadith classes.

One of the strengths observed in this learning strategy is the emphasis on interactive learning, where students are encouraged to discuss, ask questions, and participate in group recitations. These activities foster a collaborative learning environment, allowing students to support one another in their memorization and comprehension. Teachers noted that this interactive element helps reinforce the material, as students learn from each other's understanding and insights. Moreover, group recitations help students build confidence, improving their pronunciation and memorization of Quranic verses.

Additionally, the school employs various motivational methods to sustain students' interest in Al-Qur'an and Hadith studies. For instance, weekly assessments are conducted to monitor students' progress, and rewards are given to students who demonstrate improvement in their memorization and understanding. This system of recognition has proved effective in encouraging students to continue their efforts, as they feel their progress is acknowledged and valued. As suggested by Yasin (2018), recognition and positive reinforcement play a vital role in sustaining students' motivation in religious education.

Despite these successes, some students face difficulties in fully understanding certain complex Quranic verses and Hadiths. Teachers have identified these areas and are working to develop additional resources, such as simplified explanations and visual aids, to support students who require extra guidance. Providing such resources could help bridge the gap for students who struggle with comprehension, making it easier for them to engage with the material.

## **2. Challenges in Teaching Resources and Teacher Training**

One of the prominent challenges identified in the study is the lack of sufficient teaching resources dedicated to Al-Qur'an and Hadith education. Teachers expressed a need for more comprehensive materials, including books, audio resources, and visual aids that could enhance students' understanding. Due to limited resources, teachers often need to prepare their own supplementary materials, which is time-consuming and places additional demands on their already busy schedules. The absence of readily available resources can sometimes hinder the effectiveness of lesson delivery, as teachers may struggle to present complex topics in an accessible manner.

Moreover, the study found that teachers would benefit from further training on modern teaching methodologies tailored to Islamic studies. Currently, most teachers rely on traditional teaching methods, which are effective to an extent but may not fully engage all students. With additional training, teachers could incorporate more diverse strategies, such as project-based learning or digital tools, which have been shown to

enhance student engagement in other areas of education (Sulaiman, 2019). Teachers expressed an interest in professional development opportunities that would equip them with new skills and techniques specifically for Al-Qur'an and Hadith education.

The limited training opportunities are partly due to budget constraints. The school administration indicated that while they recognize the importance of ongoing professional development, the funds allocated to teacher training are limited. This constraint limits the school's ability to offer regular workshops or seminars on innovative teaching methods. Despite these challenges, teachers remain committed to improving their delivery methods and continue to seek creative ways to engage students in Al-Qur'an and Hadith studies.

### **3. Community and Parental Involvement**

Parental and community involvement emerged as a significant factor in the successful implementation of Al-Qur'an and Hadith education. Parents play a vital role in reinforcing the values taught at school, as students who practice recitation and study with their families tend to show higher levels of interest and engagement in religious education. Many parents actively participate in their children's religious learning by encouraging them to recite the Quran at home and discussing Islamic teachings as a family. This support from home helps strengthen students' connection to their studies and reinforces the importance of Islamic values in their daily lives.

However, the study also found variability in the level of parental involvement. While some families are actively engaged, others are less involved due to time constraints or lack of understanding of the curriculum. Teachers suggested that more could be done to educate parents on how they can support their children's religious learning at home. Initiatives such as parent workshops or informational sessions could bridge this gap, providing parents with guidance on supporting their children's education.

Community involvement also plays a crucial role, as religious events organized by the community provide additional opportunities for students to apply their knowledge. Events such as Quranic recitation competitions and community prayers allow students to practice and showcase their understanding, further embedding these values into their identity. The school collaborates with local religious organizations to encourage students to participate in such events, which helps in reinforcing the teachings of the Al-Qur'an and Hadith outside the school environment.

### **4. Potential for Technology Integration**

The study identified technology integration as a promising area for enhancing Al-Qur'an and Hadith learning at MIS Bidayatul Hidayah 2. Although the school currently has limited technological resources, both teachers and administrators recognize the

potential of digital tools to support religious education. Technologies such as Quranic apps, interactive online quizzes, and multimedia presentations could provide students with a more engaging learning experience. These tools can also serve as valuable resources for students to practice recitation, review translations, and test their understanding independently.

Teachers expressed interest in integrating educational technology into their lessons, especially for students who struggle with traditional learning methods. Digital resources could cater to various learning styles, making religious education more accessible to all students. According to Rahmawati (2021), the use of technology in Islamic studies has been shown to increase students' interest and retention of information. However, the lack of funding currently limits the school's ability to acquire such resources.

The administration has acknowledged the benefits of incorporating technology and is exploring options to secure funding for necessary equipment and software. Teachers suggested that with digital tools, they could better tailor their lessons to individual student needs, providing personalized learning experiences that can enhance student comprehension. Although integrating technology poses challenges, particularly in terms of cost and teacher training, it remains an area of potential growth for the school's Al-Qur'an and Hadith programs.

## **5. Need for Consistent Evaluation and Feedback**

Finally, the study emphasized the importance of consistent evaluation and feedback mechanisms to monitor students' progress in Al-Qur'an and Hadith studies. Currently, weekly assessments and periodic exams are conducted, but teachers believe that additional forms of evaluation could provide a more comprehensive picture of student development. They suggest incorporating self-assessment tools that would allow students to reflect on their progress and identify areas for improvement.

Teachers noted that evaluation should extend beyond academic assessments to include behavioral observations, as character development is a critical component of Al-Qur'an and Hadith education. By monitoring students' behavior and attitudes, teachers can better assess whether students are internalizing Islamic values and applying them in their daily lives. Zainuddin (2019) supports this approach, stating that behavioral evaluation is essential in religious education to ensure that students' understanding translates into action.

In conclusion, the research findings indicate that while the current management strategies for Al-Qur'an and Hadith education at MIS Bidayatul Hidayah 2 are effective, there are areas where improvements could enhance the program. Addressing challenges in teaching resources, teacher training, community involvement, technology integration, and consistent evaluation will strengthen the school's approach to religious

education, helping students develop a deeper, more practical understanding of Al-Qur'an and Hadith teachings.

## **CONCLUSION**

The research concludes that the Al-Qur'an and Hadith learning management strategies at MIS Bidayatul Hidayah 2 Percut Sei Tuan have effectively fostered a foundational understanding of Islamic teachings among students. The integration of structured lesson plans, interactive group activities, and a supportive environment has contributed to students' engagement and comprehension of Al-Qur'an and Hadith principles. Additionally, weekly assessments and reward-based motivation strategies have encouraged sustained interest and dedication to these religious studies.

However, the study identified key challenges in resources, teacher training, and parental involvement that affect the full potential of the program. Limited access to teaching materials and budget constraints restrict teachers' ability to incorporate innovative techniques and additional resources into their lessons. Similarly, while teachers demonstrate strong dedication, more professional development opportunities are needed to enhance their pedagogical skills for Al-Qur'an and Hadith education.

Community and parental involvement have proven essential for reinforcing Islamic values, yet inconsistencies in parental engagement highlight the need for stronger partnerships. Furthermore, the potential for technology integration could enhance the program by catering to diverse learning styles and increasing student engagement. Finally, consistent evaluation methods, including self-assessment and behavioral monitoring, are necessary to provide a more comprehensive assessment of students' progress.

In summary, while the current Al-Qur'an and Hadith education strategies at MIS Bidayatul Hidayah 2 have positively impacted student learning, addressing these identified challenges can further improve the effectiveness and depth of the program. By enhancing resources, teacher training, community support, technology integration, and evaluation practices, MIS Bidayatul Hidayah 2 can strengthen its role in providing students with a profound and practical understanding of Islamic teachings.

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