

The Creativity of The Quran Hadith Teacher to Overcome Students' Learning Difficulties

Julhadi¹, Akhmad Sirojuddin², Syamsul Arifin³, Elihami⁴, Rokhmatin Nazilah⁵

¹ Pendidikan Agama Islam Universitas Muhamadiyah Sumatra Barat, Indonesia; julhadi15@gmail.com

² Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto, Indonesia; akhmadsirojuddin@g-mail.com

³ Universitas Muhammadiyah Ponorogo, Indonesia; syamsularifin8890@gmail.com

⁴ Universitas Muhammadiyah Enrekang, Indonesia; elihamid72@gmail.com

⁵ Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto, Indonesia; nanazilah@gmail.com

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ABSTRACT

Learning does not always go according to what is expected. The existence of problems during the learning process is a challenge. The subjects of the Qur'an Hadith have been found learning difficulties for students. So to understand the learning difficulties experienced by students and know and analyze the creative efforts of Qur'an teachers Hadith in overcoming learning difficulties, this research was conducted at madrasah International Standard in Mojokerto. The researchers use a qualitative approach, a type of case study using; collects data, analyses, and concludes field data. As for the research findings: 1) Difficulties faced by students include; difficulty reading, writing, memorization, and understanding material 2) While creativity carried out by the Master of the Qur'an Hadith to overcome learning difficulties, namely; a) On the difficulty of reading and writing; Personal approach, Cooperate with the *Muadalah* program; (a) Reading the Quran with tajwid (b) Providing writing and making up skills in Arabic, b) Difficulty memorizing material; Giving short verses, providing motivation, instructing repeat memorization giving time lag during learning c) Difficulty understanding the material; Giving repetition of the material, using simple language, providing motivation, interpreting verse every word.

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Corresponding Author:

Julhadi

Pendidikan Agama Islam Universitas Muhamadiyah Sumatra Barat, Indonesia; julhadi15@gmail.com

1. INTRODUCTION

In the learning process, there must be obstacles in the process. Barriers to the learning process include limited facilities in schools, lack of educators, limited student study space, and even learning difficulties for students (Icekson, Begerano, Levinson, Savariego, & Margalit, 2021; Krämer, Möller, & Zimmermann, 2021; L'Ecuyer, 2019). Learning difficulties in students can be seen in the lack of enthusiasm for learning in students, less active students in class, and less than optimal student learning outcomes (Mutlu, 2019; Wijaya, Retnawati, Setyaningrum, Aoyama, & Sugiman, 2019). Learning difficulties in students cannot be separated from the sharing of factors that surround them. Internal factors and external factors greatly affect students in their learning process. Learning difficulties experienced by students will certainly have an impact on the results of the learning process. Therefore, it is the duty of an educator to overcome learning difficulties in students (Aral, 2021; Nugraheni, 2019).

In Al-Quran Hadith's subjects, it has been found that students are learning difficulties in understanding the existing material (Astuti & Nugraheni, 2021; Supriandi, 2021). Considering that the Qur'an is the Word of Allah SWT and Hadith are words that become law in carrying out their duties as Rabbani people, this subject is very important, and the researchers raised this theme to find out more about the learning difficulties experienced by students.

In religious-based schools, of course, these subjects are included. In general, the purpose of this subject is that students can read the Koran and Hadith correctly, understand and study, believe in the truth, and apply the teachings to the verses of the Koran and Hadith that they have learned as guidelines and instructions in everyday life day (Fahrurrozi, 2021; Sudarmaji & Maarif, 2021). In his teaching, Al-Quran Hadith's teachers often use memorization techniques to understand students (Gutub & Alaseri, 2021).

Reading and writing verses from the Qur'an are often considered trivial by the Al-Quran Hadith teachers, which needs attention. It should be noted that not all students can read *hijaiyah* letters fluently according to the rules. Not only that, the subjects of the Qur'anic Hadith studied are of course, appropriate to be applied in daily activities, considering that humans are human beings who are devoted to Allah SWT and live life according to the recommendations contained in the verses of al-Qur'an. Quran and Hadith (Az-Zafi & Partono, 2020; Dewi, 2018).

Alfin (Kusniyah & Dini, 2020), in his research results, shows that learning Al-Quran Hadith needs to use of problem-solving methods. This method requires students to think critically and overcome learning difficulties. Quantitatively, Muhamad Ginanjar (Pratama, 2020), with an experimental approach, showed that the Drill method was also able to improve student achievement in the subjects of the Qur'an Hadith. Meanwhile, Ashif (Az-Zafi & Partono, 2020) made an offer in his research, namely that the Al-Qur'an Hadith teacher must carefully design the methods and strategies used. This is also reinforced by research from (Apri & Yakin, 2021) that in overcoming student learning difficulties, the teacher's strategy is to strengthen motivation, accommodate technology and add curriculum to early madrasah. From the explanation of previous research, this research has differences in the strategies and methods applied by the teacher, namely by using the drill method, strengthening teacher motivation, and grouping according to students' abilities.

Therefore, researchers should explore what Al-Quran and Hadith teachers can do to overcome this. So, the researchers chose the title of Hadith and Al-Quran Teacher Creativity in Overcoming Students' Learning Difficulties. Researchers learn more about this by visiting Islamic educational institutions in Pacet, Mojokerto. The researcher wants to know the efforts made by Al-Quran and Hadith teachers here to overcome students' learning difficulties. This Islamic educational institution is called the International Standard Madrasah, which is one of the Islamic institutions under the auspices of the Amanatul Ummah Islamic Boarding School.

2. METHODS

The method that has been used in this research is qualitative, which will produce data in the form of words in the form of a narrative. Qualitative research is an approach in research that can generate data by interviewing an object by asking broad questions (Creswell, 2012). The data is then analyzed, and the results of the data analysis are in the form of narrative or descriptive text. The main goal of qualitative research is to understand and explore the main phenomena in the object under study so that they will gain a deep understanding and find something unique (Lincoln & Denzin, 2005).

The approach used is a case study. According to Suharsimi (Arikunto, 2006), the case study method is a type of descriptive approach with limited subjects and areas, research that is carried out continuously, in detail, and in-depth to certain individuals, institutions, or phenomena (Yin, 2003). The place of this research is at the International Standard Madrasah (MBI) Amanatul Ummah Mojokerto. Jl. Tirtowening Pacet Mojokerto teak dam. The research time is from February 21 to May 24, 2021. Data collection has used the technique of observation, interviews, and documentation. In analyzing the data, the researcher analyzed by collecting data data collection), data reduction, display data), and conclusion drawing erification as according to (Miles & Huberman, 1994).

3. FINDINGS AND DISCUSSION

Students' Learning Difficulties in Al-Quran Hadith Subjects

The difficulties in learning the Al-Quran Hadith that the researchers found as facts at the International Standard Madrasah (MBI) Amanatul Ummah are the opinion of (Apri & Yakin, 2021), who stated that the difficulties commonly experienced by students in the subjects of the Al-Quran Hadith are about reading, writing, and memorizing verses. The Qur'an or Hadith that is taught. Reading does not only focus on reciting reading activities or understanding the contents of reading which only involves psychomotor and cognitive aspects, but also involves the inspiration of what is read (Lubis, 2020).

In a learning process, it does not always go according to expectations. In the process, many obstacles will cause the learning process to be disrupted. This is especially in the subjects of the Koran Hadith (Farida, Ma'arif, & Kartiko, 2021; Ulumiyah, Maarif, & Zamroni, 2021). There are many obstacles, one of which is learning difficulties. Learning difficulties in Al-Quran Hadith subjects are marked by not achieving the maximum learning objectives. It was found that there were difficulties such as students' learning difficulties in reading, writing, and memorizing verses of the Quran and Hadith as well as students' learning difficulties in understanding the material being taught. As the researcher interviewed data with MBI Coordinator, Mr. Dr. H. AC, S.S, M.Pd, he conveyed.

"At MBI, students who find it difficult to learn are students who previously did not graduate from Islamic boarding schools. This means that those previously in public schools who received religious subjects for only two hours and were in a new environment were schools or madrasas based on Islamic boarding schools."

This is emphasized by Muhammad (Mubin, 2017), reading is related to the sense of sight. You will be able to read well if you can see the verses listed. This condition is certainly different for each student. Therefore, the sense of sight greatly affects students in reading the Qur'an and Hadith. Students who have difficulty reading engage in unusual reading habits. They tend to make movements such as fidgeting, having a high voice pitch, biting their lips, and tending to resist, cry, or fight back when they have to read (Maskur, 2019; Pratama, 2020). As well as the interview data of the researcher with the MBI Al-Qur'an Hadith teacher, Mr. ANM, S.Th.I., M.Ag conveyed.

"Indeed, students do not have the same abilities, so there are some students who have difficulty in learning, especially in this Hadith al-Quran subject. This learning difficulty is caused by many factors, one of which is educational background. Students who used to

be in public schools have more difficulty learning because our schools or madrasas are pesantren-based. Of course, this is a challenge for them.”

So that the authors can conclude that in-field data and theoretical learning difficulties are 1) Reading, 2) Writing, 3) Memorizing, and 4) Understanding the material, a fundamental problem in learning the Koran and Hadith for students, especially for International Standard Madrasah students. As field data in MBI Amanatul Ummah, these difficulties occur due to many background factors including 1) The educational background of students on average is general school graduates, 2) The educational background of students who graduate from madrasah are found to be not sufficiently capable about their religion or the ability to read, write, and write. Memorization and understanding of the Qur'an and its Hadith are still far from good. A similar statement was also conveyed by the Deputy Coordinator for Student Affairs of MBI, Mr. Mochamad Miftachul Huda, S.S., M.Pd.

“Students at MBI are selected, students. They are students who have extraordinary abilities in academic and non-academic fields. Some indeed have learning difficulties. These are students who have never previously attended a boarding school or received an Islamic boarding school education. But by taking approaches, these difficulties can be overcome properly.”

From the results of interviews with the MBI Coordinator and also the MBI Deputy Coordinator for Student Affairs, the researchers found that students' learning difficulties at the Amanatul Ummah International Standard Madrasah Mojokerto were caused by their previous educational background of students. Those who have previously received pesantren-based education are certainly no strangers to the world of education at MBI Amanatul Ummah Mojokerto. It is different with students who were previously in public schools and did not have access to *pesantren* education. They find it more difficult to learn.

According to Al-Quran and Hadith's teachers at MBI, Mr. Af also said the same thing. Children who used to be in public schools tend to experience learning difficulties, especially in the subjects of Al-Quran and Hadith. Considering these subjects learning to read, write, and memorize the Qur'an, you will encounter many difficulties in reading or writing verses of the Koran and Hadith (Adawiyah, 2018; Satriani, 2022).

From the results of interviews with the MBI Coordinator, MBI Deputy Coordinator for Student Affairs, and Al-Quran and Hadith teacher, the researchers concluded that the learning difficulties in Al-Quran Hadith subjects were 1) Reading, 2) Writing, 3) Memorizing, and 4) Understand the verses of the Koran and Hadith that are taught. This is due to the previous educational background of students, namely students who previously had never attended an Islamic-based educational institution. So, when they enter Islamic institutions such as Amanatul Ummah they tend to experience learning difficulties in the subjects of the Koran and Hadith.

The field data that the researchers found were supported by (Sayed, 2018), who stated that the teacher would be called creative if he was able to create a pleasant learning atmosphere, which has ways and various concepts to improve the quality of learning in students. The quality of learning can be obtained by developing emotional intelligence in students, developing creativity in the learning process, making students disciplined in a good way, generating student learning motivation, solving various existing problems, using learning resources from various directions, and involving the community in the learning process (Amzat, 2022; Appleyard & Appleyard, 2014).

So according to Enco (Mulyasa, 2021), the context of the MBI Amanatul Ummah al-Quran and Hadith teacher has been very creative in dealing with difficulties in learning al-Quran and Hadith material, namely according to Enco (Mulyasa, 2021) teachers are required to be able to use learning resources from various directions, and involve the community in the learning process. The same thing was done by Al-Quran Hadith teachers, namely by collaborating with *Muadalah* by providing

programs, a) Providing al-Quran material with recitation to practice reading skills and b) Providing *imla'* and *install* material to practice writing and composing competence in Arabic writing.

Overcoming difficulties in learning to memorize, Al-Quran Hadith teachers strive so that all students can memorize verses of the Koran or Hadith well. Al-Quran Hadith teacher, the teacher patiently guides the students by, among others, 1) Giving short verses to memorize quickly, 2) Providing enthusiasm and motivation, 3) Instructing them to repeat memorization, and 4) Providing time lag when learning so that students are not bored when memorizing these verses.

In a learning process, students are required to be able to understand and be able to apply in their daily life what they have learned at school. However, not a few students still have difficulty understanding the material presented by the teacher. This is due to internal factors and external factors. It is normal for students to have learning difficulties, but teachers need to overcome this so that the goals of education can be maximally fulfilled.

The data in the field are what was stated by (Maryani, Fatmawati, Erviana, Wangid, & Mustadi, 2018), that in memorizing competence, the teacher must provide a lot of motivation so that students remain in a state of enthusiasm in memorizing. According to (Dian, Trisna, & Huda, 2022; Nordahl-Pedersen & Heggholmen, 2022; Wahyuni & Bhattacharya, 2021), motivation itself can arise from within the students themselves (intrinsic) and emerge from others (extrinsic). Teachers as extrinsic motivators are expected to be able to provide the encouragement needed by students when intrinsic motivation has not yet been formed.

Learning that should take place in the home and community can be accelerated by a teacher's encouragement. (Ma'arif, Zuana, & Sirojuddin, 2022; Rofifah, Sirojuddin, Ma'arif, & Zuana, 2021). The motivation given by the teacher should influence student learning and behaviour, as well as motivation that leads to better student behaviour and motivations that can improve learning abilities (Keller, 2009).

Furthermore, teachers can choose the right methods and strategies in the learning process to overcome students' learning difficulties (Zhou & Taylor, 2022). Using methods and strategies that allow students to be able to follow the lesson will reduce learning difficulties for students. Parental involvement is also able to overcome student learning difficulties. The support provided by parents with various efforts to overcome learning difficulties in children can be in the form of collaborating with psychiatrists (Hapsari, Sugito, & Fauziah, 2020; Tabroni, Munajat, Uwes, & Rostandi, 2022). The steps taken by involving peers who allow them to be able to help them in learning are an effective choice because students will learn with their peers which allows learning to be more fun, interesting, less tense, and more comfortable.

Maryani's opinion has been implemented by Al-Quran Hadith's teacher as the field data that researchers have found, namely, in addition to providing motivation and choosing the right methods and strategies, Al-Quran Hadith's teachers have carried out creative efforts in overcoming students' memorization difficulties by 1) Enforcing memorization method that starts from short verses so that they can be quickly memorized, 2) Provide enthusiasm and motivation, 3) Implement strategies by instructing students to repeat memorization, and 4) Provide time lag during learning so that students are not bored when memorizing verses.

Understanding the subject matter that contains the contents of the verses of the Koran or Hadith is indeed not easy. Many students find it difficult to understand the context of the Qur'an and Hadith. However, the task of a teacher remains to understand the students regarding the material being studied. So, the Al-Qur'an Hadith teacher also provides creativity that is done to understand his students. According to the Al-Qur'an Hadith teacher, in overcoming difficulties in understanding the material of the Qur'an and Hadith, namely by 1) Providing repetition of explanations will sharpen the understanding they get, 2) Using simpler language so that it is easy to understand, 3) Providing repetition of the material presented. have been taught (review of material), 4) Motivate so that they remain enthusiastic in studying, and 5) Interpret the verses of the Koran and Hadith' in words. Like the explanation of the Al-Quran Hadith teacher, Mr. Af.

"In the Hadith Al-Quran subject, there is no treatment to overcome this problem because the teaching hours are only 40 minutes per week. But the children here have Muadalah clocks, which have Quran and Tajweed clocks, then Imla 'and Insha'a for their Arabic reading and writing skills. So over time, they will follow the material of the Qur'an Hadith itself."

Research findings, as well as field data related to teacher creativity in overcoming difficulties in understanding the Hadith Koranic material, are by (Joyce, Weil, & Calhoun, 2009) theory which states that, in delivering material, Hadith Koran teachers also need to sort and choose the material to be delivered. This is related to students' interest in learning. Using interesting materials will increase student interest in learning. This strategy will increase students' motivation and interest in mastering Al-Quran Hadith lessons which will later be able to assess students' learning difficulties (Meşe & Sevilen, 2021).

Creativity in a teaching and learning process is of course, the responsibility of a teacher in managing his class (Kaplan, 2019). The creativity developed by the teacher will have a positive impact on learning (Supena, Darmuki, & Hariyadi, 2021). In the explanation above, learning that uses the creativity of the teacher in managing learning seems unique and fun, which is appropriate to make students comfortable in the learning process. Thus, students' learning difficulties will overcome and achieve the goal of learning (Mendoza, López, & Villamil, 2018).

Thus, researchers can conclude that the efforts that have been made by Al-Quran Hadith teachers, namely creativity in overcoming difficulties in understanding the material of the Hadith Koran, are more complete than the demands of (Joyce et al., 2009), in theory, which states that teachers are creative in dealing with difficulties in understanding the material by way of sorting the material and providing motivation to students. While the findings of researchers in the field obtained 5 (five) criteria for creative teachers when trying to overcome students' difficulties in understanding the material of the Koran and Hadith, namely, 1) Providing repetition of explanations will sharpen the understanding they get, 2) Using simpler language so that it is easy to understand. , 3) Provide repetition of the material that has been taught (review material), 4) Provide motivation so that they remain enthusiastic in studying, and 5) Interpret the verses of the Koran and Hadith in words.

4. CONCLUSION

The creative things that the Al-Quran and Hadith teacher does to help students who are having trouble learning, such as helping them with reading and writing, taking a personal approach, working with Mu on the programme, learning how to read the Qur'an with tajwid, and teach how to write and compose in Arabic. When it comes to problems with understanding the material in the Qur'an and Hadith, the teacher can be creative by giving the same explanations over and over will help them understand it better, using simpler language will make it easier to understand, reviewing the material that has already been taught, getting them excited about studying; and using words to explain the verses of the Qur'an and Hadith. How a teacher can improve a student's skills based on the potential of their character, especially if they know about Islamic Religious Education, needs more research. This article has flaws because it only looks at research in madrasas with pesantren. Researchers can look into how teachers are able to help students be creative in other classes as well.

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