

## Implementation of Qur'an Hadith Learning at MTs Al-Umm Karawang

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Article Info	Abstract
<p><b>Article history:</b></p> <p>Received: June 05, 2025 Revised: Agust 15, 2025 Accepted: Nov 09, 2025</p> <hr/> <p><b>Keywords:</b></p> <p>Al-Qur'an Hadith Learning Students' spiritual</p>	<p>The teaching of Al-Qur'an Hadith plays a vital role in shaping students' spiritual and moral values at the madrasah level. This study aims to analyze the implementation of Al-Qur'an Hadith learning at MTs Al um Karawang, focusing on the stages of planning, implementation, and evaluation. A descriptive qualitative method was used, with data collected through observation, interviews, and documentation. The findings reveal that lesson planning is carried out by preparing instructional materials aligned with the current curriculum. The learning process involves various methods, such as lectures, question-and-answer sessions, discussions, and memorization of selected verses. Evaluation is conducted through oral, written, and practical memorization tests. Overall, the implementation of learning is quite effective, although challenges such as limited time and inadequate supporting facilities remain. Therefore, it is crucial to improve teaching strategies and provide better facilities to enhance the effectiveness of the learning process.</p>

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### A. Introduction

There are two sides that can be used to understand the meaning of Islam, namely in terms of language and terminology. Both sides of the understanding of Islam can be explained as the teachings revealed by God to the human community through the Prophet Muhammad, PBUH, as the Messenger. It can be concluded that Islam is the religion of Allah that was revealed to His apostles to be taught to mankind (Manaf et al., 2023). Carried in a chain from one generation to the next, from one generation to the next. Among scholars, there is agreement that the main sources of Islamic teachings are the Qur'an and the Sunnah. Reasoning or reason is a tool to understand the Qur'an and the Sunnah. This provision is in accordance with Islam itself as a revelation that comes from Allah SWT, which was then elaborated by the Prophet Muhammad SAW (Utarianti, Hayati, and Nurlaili 2023; Hidayah 2023).

The Quran and Hadith are the main sources of Islamic religious education because they are the revelations of Allah SWT conveyed through the Prophet Muhammad SAW. The Quran is a holy book that contains the words of Allah SWT, while Hadith is the words, deeds, and approval of the Prophet Muhammad SAW which is a guideline for Muslims. The subject of Al-Quran Hadith is an integral part of the Islamic Religious Education (PAI) curriculum taught at Madrasah Tsanawiyah (MTs). Through this subject, students are taught to understand, live, and practice Islamic teachings based on the Quran and Hadith (Al-Qathan:2000)

The Islamic Religious Education (PAI) curriculum at MTs Al-Umm Karawang includes the learning of Al-Quran Hadith which aims to form students who have a good understanding and practice of Islamic teachings. Learning Al-Quran Hadith is a learning process that focuses on understanding and practicing the Quran and Hadith as the main source of Islamic teachings. The purpose of learning Al-Quran Hadith is to form students who have the ability to read, understand, and practice Al-Quran and Hadith in daily life. The materials studied in learning Al-Quran Hadith at MTs include: reading and writing the Quran, understanding the meaning and interpretation of the Quran, studying the Hadith of the Prophet, and practicing Islamic values in daily life. Thus, learning the Quran Hadith can help students develop good spiritual, moral, and social abilities (Akmansyah, 2015).

The researcher chose MTs Al-Umm Karawang as the object of this research location because of several considerations such as adequate educational facilities, this school has various supporting facilities for the teaching and learning process, including laboratories, comfortable classrooms, basketball courts, School Health Unit (UKS), mosques, art rooms, and canteens. The existence of this facility supports the creation of a conducive learning environment. It can be used as an object of study related to the influence of facilities on the quality of education, good learning methods, MTs Al-Umm Karawang is known for its teachers who are creative in designing learning methods in the classroom, despite the limitations in technology (Rokimin & Manaf, 2024). Still, students rarely feel bored because learning is designed as interesting as possible, relevance to the research topic, By integrating religious learning with general learning, this school is very relevant to be used as a research object related to this research topic (Harris 2015)

In an interview conducted with MTs Al-Umm teachers, it was found that some students who feel bored and sleepy in learning, because of the learning that is just like that, sometimes students ask to use a projector in the learning process but because there is only one projector at school they cannot fulfill this desire. This phenomenon is caused by several factors, including: The limitations of technology infrastructure in schools are not fully equipped with adequate technological facilities, such as computers or a stable internet network, so that students have difficulty accessing digital resources, the lack of digital literacy in the curriculum such as ICT subjects in schools is still theoretical and has not taught practical skills in using digital technology effectively, limited teacher competence, some teachers do not have adequate skills in integrating digital technology into the learning process, thus not being able to provide optimal guidance to students, social and economic disparities, students from families with low economic backgrounds often do not have access to digital devices or sufficient internet quota, limiting their ability to develop digital literacy (Arianti 2018)

## B. Methods

This research applies a qualitative approach with a descriptive method, which in general, qualitative methods are understood as approaches that aim to interpret the meaning behind a certain event or occurrence. The qualitative approach was chosen because it is able to provide a contextual understanding of complex social phenomena without the need to manipulate the variables involved. The research method is based on data processing that is descriptive in nature. The data sources used in this study consist of primary data and secondary data. Primary data is information obtained directly by the researcher from the first source (Hanyfah, Fernandes, and Budiarmo 2022) (Shawn and Shawn 2024). This data is obtained from the original source, namely respondents or informants related to the research variable. While secondary data is a source of data obtained from intermediary media, pre-existing data such as documents, literature, or data collected either by the initial data collector or by other parties. In the context of research on learning the Qur (Shawn and Shawn 2024) 'an Hadith at MTs Al-Umm, the use of secondary data needs to be carefully considered, as source errors, outdated information, or data that is no longer relevant can affect the validity of the research results.

The data collection process in this study is carried out through three main complementary techniques, namely participatory observation, in-depth interviews, and documentation. The observations made by the researcher at MTs Al-Umm Karawang were carried out directly in the

classroom to observe the learning activities of the Qur'an Hadith, including the pattern of interaction between teachers and students, the teaching methods used, and the students' responses to the material presented. This technique allows researchers to record dynamics that occur naturally, both verbal and non-verbal aspects, in an authentic learning setting. Then the researcher conducted interviews with the principal of MTs Al-Umm Karawang named Mr. Muhammad Rizki, the teacher of Al-Qur'an Hadith MTs Al-Umm Karawang named Andika Reza Fikri, and a Class 7A student named Almira Shafia Hanifah. This interview is a data collection method that aims to obtain valid and in-depth information, because it is sourced directly from resource persons at MTs Al-Umm Karawang who play a role in learning Al-Qur'an Hadith learning activities. Meanwhile, documentation techniques are used to support and complement data from observations and interviews.

The data analysis process is carried out systematically by following structured stages. The first step is data reduction, which is the process of selecting, simplifying, and grouping raw data to be more targeted and in accordance with the focus of the research. The next stage is data presentation, where the filtered information is arranged in the form of a descriptive narrative or a visual display such as a matrix to make it easier to recognize patterns and relationships between data elements. The final stage is conclusion drawing and verification, which includes interpretation of the results of the analysis as well as testing the validity of the findings through data triangulation. In the context of research on learning the Qur'an Hadith at MTs Al-Umm, these three stages are important to ensure that the results obtained truly reflect the conditions and practices that occur in the field.

### C. Result and Discussion

MTs Al Umm Gintungkerta Karawang is a private school based on pesantren and is at the junior high school level (DIKMEN). This madrasah was only established in 2022. This madrasah is located in Cibalado Hamlet RT.029 RW.008, Gintungkerta Village/Village, Klari District, Karawang Regency, West Java Province. MTs Al um has been officially registered in the Ministry of Education system with NPSN 70005527. The status of this school is private and in the form of MTs (Madrasah Tsanawiyah) education. MTs Al um has adequate facilities and supporting facilities for the teaching and learning process. In addition, educators who teach at this madrasah have competence in their fields and a minimum educational background of S1 in accordance with the subjects taught.

The study features data collected through interviews and documentation, presenting an as-is report of what is happening in the field. The following are the findings from interviews with the principal, teachers, and students of grade VII MTs Al-Umm Karawang.

#### **Implementation of Al-Qur'an Hadith Learning at MTs Al-Umm Karawang**

Learning is a process of interaction between students and educators and also learning resources in a learning environment. Learning is a system that refers to a set of components that depend on each other to achieve goals. . The right learning process can have a great impact on students, as it can develop creativity, critical thinking, and analytical skills. In addition, it is also effective in helping students in applying the material appropriately, as well as constructing new knowledge for better mastery of the material. Before carrying out learning, teachers must prepare a learning plan. Learning planning is the process of preparing from teaching materials, the use of media, the use of approaches, and teaching methods, as well as assessment in a time allocation to achieve certain competencies that have been formulated. (Syafrin et al. 2023) (Widiyanto and Wahyuni 2020) .

##### **a. Learning Materials in Class VII MTs Al-Umm Karawang**

PAI materials in education are divided into several subjects, including; Al-Qur'an Hadith, Akidah Akhlak, Fiqih, and Date/SKI. These materials are presented with learning methods and media. (Jailani, Widodo, and Fatimah 2021) Al-Qur'an Hadith is one of the groups of PAI subjects in Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah which is very important, because in the Qur'an Hadith there is a deep understanding of the verses of the Qur'an and the hadiths of the Prophet Muhammad PBUH (Satriyadi and Syahputra 2023)

. Learning Al-Qur'an Hadith in Madrasah emphasizes the learning process that is oriented towards the basic abilities that must be possessed by each student, Among the abilities are reading, writing, memorizing, interpreting, understanding, and also practicing the material in the Qur'an Hadith (Rasikh 2019) .

Based on the results of observations made at MTs Al-Umm Karawang, it can be seen that the learning of Al-Qur'an Hadith at the school has gone quite well, although there are still some obstacles. In learning the Qur'an Hadith at MTs Al-Umm Karawang, the material taught to students is quite diverse. One of them is that in grade VII, teachers teach tajweed to improve the reading of the Qur'an, as well as discuss the meanings of Hadith that can be applied in daily life. Some of the materials presented are Hadith material about orphans, as well as several letters in the Qur'an such as Al-Zalzalah, Al-Qori'ah, and Al-Bayyinah. As the answer from the results of the interview with Mr. Andika as the teacher of the subject of Al-Quran Hadith:

*"... The material of the Qur'an Hadith presented is about the science of tajweed and the meanings of Hadith that can be applied in daily life. For the Hadith material, there is a hadith about an orphan, then for the Qur'an there is about Surah Al-Zalzalah Al-Qori'ah and Surah Al-Bayyinah..."*

The material taught in the Qur'an Hadith subject at MTs Al-Umm Karawang focuses on two main aspects; the knowledge of the Qur'an and the understanding of the meaning of Hadith. In the science of the Qur'an, the material emphasized is the science of tajweed which aims to enable students to read the Qur'an correctly according to the applicable rules. Meanwhile, the Hadith material presented is related to the relevant meanings of Hadith to be applied or applied in daily life. For example, the teacher explained the Hadith about orphans. In Islam, orphans have their own position, they receive special attention from the Prophet PBUH, this aims to maintain their survival so that they are not abandoned. One example of a hadith about the care of orphans is:

عَنْ سَهْلِ بْنِ سَعْدٍ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : أَنَا وَكَافِلُ الْيَتِيمِ فِي الْجَنَّةِ هَكَذَا، وَأَشَارَ بِالسَّبَّابَةِ وَالْوُسْطَى وَفَرَّجَ بَيْنَهُمَا شَيْئًا

"From Sahl ibn Sa'ad (may Allah be pleased with him) he said: The Messenger of Allah (peace and blessings of Allaah be upon him) said: "I and the one who bears orphans (his position) in Paradise like this", then he (peace and blessings of Allaah be upon him) gestured his index and middle fingers to his middle finger (peace and blessings of Allaah be upon him) and stretched them a little." [HR al-Bukhari no. 4998 and 5659]

(Ariyadi 2021) .

The meaning of the Hadith is that the person who takes care of orphans in the world will occupy a high position in heaven close to the position of the Prophet PBUH. By understanding the meanings of a Hadith, the teacher tries to integrate the values contained in a Hadith so that students can practice the teachings of the Prophet PBUH in their daily lives.

#### **b. Learning Methods in Class VII MTs Al-Umm Karawang**

In a learning process, it is inseparable from the so-called learning methods and media. Therefore, before starting learning, teachers prepare a learning method and media first to carry out the learning process (Khamid et al. 2020) . Choosing the right and effective learning method is essential to achieve learning goals. Learning methods are also used to apply learning discipline in the classroom and overcome the problem of student learning activeness (Rikawati and Sitinjak 2020) . One of the learning methods that is often used in any lesson by teachers is the lecture method. Because the lecture method is a connector of other methods, after using the lecture method, the teacher can combine with other methods (Amirullah, Handayani, and Hamzah 2022) .

In the delivery of material, the learning methods used by Al-Qur'an Hadith teachers at MTs Al-Umm Karawang are quite varied, starting from lecture methods, writing examples on the board, and memorization together. These things are in accordance with the results of observations regarding the learning methods used by teachers at MTs Al-Umm Karawang, as conveyed by Mr. Andika:

*"... for the method, often using the lecture method, for example, explaining events related to a Hadith. Then the memorization method such as the teacher first gives an example and then the student follows it. Because the material of the Qur'an Hadith must be memorized. Sometimes it also gives students the task of looking for other sources either on the internet or other books..."*

The dominant learning method used by Al-Qur'an Hadith teachers at MTs Al-Umm Karawang is the lecture method. The teacher explains the material orally, sometimes also by writing examples of Qur'an readings on the board to help visualize students. The teacher tries to explain the events related to a Hadith to give a deeper understanding. In addition to the lecture method, there is a memorization method that is also applied, where the teacher exemplifies the reading first and then students follow it to memorize, both in the Qur'an and Hadith materials. Although still using the lecture method as the main choice, the teacher admits that this method has the potential to make students bored. Therefore, teachers try to collaborate lecture methods with other approaches.

**c. Learning Media in Class VII MTs Al-Umm Karawang**

Learning media is one part of the means in the learning process. Because learning media can help teachers in presenting subject matter. In addition to teachers, relevant media can also be used as a learning resource (Russia 2020). Broadly speaking, learning media is classified into three types, namely; visual, audio, and audio-visual. The types of visual media are very diverse such as images, diagrams, whiteboards, and slides. While audio, for example, is music or the voice of a teacher who explains, for audio visuals it is a combination of images and sounds such as learning videos (RimahDani, Shaleh, and Nurlaeli 2023).

To support the learning of the Qur'an Hadith at MTs Al-Umm, there are also various learning media and adapted to the methods used. The media commonly used are whiteboards and the Qur'an. This is in accordance with the results of observations regarding the learning media used by teachers at MTs Al-Umm Karawang, as conveyed by Mr. Andika:

*"... And to support these methods, we also use learning media such as whiteboards and the Qur'an to write examples of reading verses in the Qur'an. Other media such as projectors may not have been used effectively due to limitations..."*

In terms of learning media, the board and also the Qur'an are the main media that is often used. The teacher uses the Qur'an to read and write examples of verses in the textbook. When students start showing signs of boredom or lack of understanding, teachers occasionally use projectors as an additional medium to make the lesson more interesting. However, the use of projector media has not been used optimally by all subjects, especially in the subject of the Qur'an Hadith.

**d. Students' Enthusiasm in Learning in Class VII MTs Al-Umm Karawang**

The variety of learning methods and media used by Al-Qur'an Hadith teachers at MTs Al-Umm Karawang shows that the enthusiasm of students is very good as evidenced by the students' responses that are active, enthusiastic, and quick in answering the teacher's questions, as well as daring to express their (Intaniasari and Utami 2022) opinions. Enthusiasm is a feeling of joy that arises because of a treatment, and will create enthusiasm in students. Enthusiasm is needed in learning in order to achieve learning goals. Therefore, teachers are expected to be able to build a classroom atmosphere and provide positive energy to students. (Putra, Rulviana, and HS 2023). There are several factors that affect

the enthusiasm for learning, such as teachers who are passionate about managing the classroom, teachers who always explain the purpose and benefits of the subjects for future life, and teachers who always guide their students (Kirana and Am 2020) .

The enthusiasm of students at MTs Al-Umm Karawang varies greatly, as said by Mr. Andika:

*"... Alhamdulillah, although everyone is not enthusiastic, there are some who are enthusiastic because the method used is quite interesting for the students..."*

And also an interview answer from one of the students, saying that:

*"... very enthusiastic because I can learn more about reading the Quran and hadiths that can increase my faith, and when the teacher is not enthusiastic, sometimes I invite to play such as giving quizzes about word games or applause games, so the teacher is more humble..."*

Based on the results of observations and interviews with teachers and students, it was found that most of the students felt very enthusiastic in participating in the learning of the Qur'an Hadith. This is because they feel that they can learn more about how to read the Qur'an and understand the meaning of the Hadiths that can increase their faith. Some students also show a high sense of enthusiasm, especially when teachers use projectors, as the medium is considered quite interesting to them.

However, the teacher also acknowledged that not all students showed the same enthusiasm. When students' enthusiasm decreases, teachers have strategies to overcome it. One of the efforts made is to invite students to play, such as giving quizzes in the form of word games or clap games (ice breaking). This approach aims to make the learning atmosphere more relaxed, cheerful, and humble so that students feel more comfortable and not bored. This effort is in line with the view of the principal who stated that:

*"... The lecture method can be said to be monotonous so that students get bored easily, as well as other methods if not collaborated, they will definitely watch. Moreover, today's children are more contemporary and like relaxed, relaxed, and exciting learning..."*

For this reason, the use of a variety of learning methods and media that are tailored to the material to be taught is very important. To foster and maintain student enthusiasm in the learning process. With the enthusiasm of students, in addition to achieving learning goals, it also results in an increase in student learning achievement.

Regarding learning outcomes, students reported that their grades in learning the Qur'an Hadith tended to be good. This is because these lessons help students improve their understanding of Islam, considering that the Qur'an and Hadith are the main sources of Islamic teachings. However, the teacher also admitted that there were some students whose scores were below 80. To overcome this, teachers create study groups and give them questions, which show differentiation efforts in learning.

### **Supporting and Inhibiting Factors for Learning Al-Qur'an Hadith at MTs Al-Umm Karawang**

In education, learning activities will not always run according to our expectations, there are several factors that affect the success of the learning process. For this reason, we must know anything that is included in the educational component, such as supporting factors and inhibiting factors in learning. Supporting factors are any form of conditions, elements, or circumstances that make a positive contribution to smoothing, strengthening, and facilitating the achievement of a certain goal or process. In the context of education, supporting factors have a very important role in the sustainability of the learning process, because they can facilitate the learning process and also encourage the motivation of students. While inhibiting factors are any form of conditions, circumstances, or elements that hinder, reduce, or slow down the achievement of pre-planned goals. In the context of education, inhibiting factors can lead to a decrease in the quality of education and also hinder the achievement of the learning goals themselves. (Winanda, Hasibuan, and Batubara 2023)

#### **a. Supporting factors**

Based on the results of observations and interviews, there are several supporting factors in learning the Qur'an Hadith at Mts Al-Umm Karawang, including:

**1) Full support of the principal**

The first supporting factor is support from the principal, full support from the school is very important as a full policy for teachers in carrying out learning activities (Lahmi, Rasyid, and Jummadillah 2020). This is also in line with what was expressed by the Principal of Al-Umm School, Mr. Muhammad Rizki, that:

*"... For the current media, there is still a lot that needs to be prepared, especially media, facilities, etc. If we need a larger media and facilities, we will try to buy important equipment or equipment..."*

It can be concluded that the principal of Al-Umm School, Mr. Muhammad Rizki, really wants to improve and also add facilities and infrastructure at Mts Al-Umm, this is so that learning can be varied and not monotonous.

**2) Innovative and creative teachers**

The second supporting factor is innovative and creative teachers, when schools do not have adequate facilities. Teachers' creativity and innovation in learning can increase students' motivation and interest in learning. The more creativity and innovation carried out by teachers, the more productive things that teachers do, such as careful teaching preparation, preparation of interesting learning rooms that support student learning, media that attract students to learn more actively, the development of school policies related to learning both in the classroom and outside the classroom and so on (Wulandari and Nisrina 2023). This is also in line with what was expressed by Almira Shafia Hanifah, the student we interviewed that:

*"... Sometimes teachers like to invite plays, such as giving quizzes about word games or games about applause, so teachers are more humble..."*

It can be concluded that the teachers at Al-Umm school teach children by inviting them to be more cheerful in learning the Qur'an Hadith. This has a great effect on the learning process, making students more excited and also feel comfortable when the teacher delivers the material.

**b. Inhibiting factors**

Based on the results of observations and interviews, there are several inhibiting factors in learning the Qur'an Hadith at Mts Al-Umm Karawang, including:

**1) Facilities and Infrastructure**

Facilities and infrastructure are one of the factors that are very important and useful to help educators carry out learning activities properly, for example, the existence of prayer rooms, ablution places, technological media and libraries (Lahmi, Rasyid, and Jummadillah 2020). At Mts Al-Umm, the learning process still uses traditional methods, but has not fully maximized technology in the learning process. For technology-based learning tools such as projectors, they actually already exist, but it can be counted on the fingers that not all rooms/classes have projectors, so some teachers have to alternate with each other because of this, some teachers prefer not to use projectors, preferring to use lecture methods and whiteboards. This is also in line with what was expressed by Almira Shafia Hanifah, the student we interviewed that:

*"... Usually whiteboards and the Qur'an are used to read and also write examples in books, there are no other media such as projectors..."*

This can really make the learning process monotonous or unvaried, besides that it can make students bored in learning the Qur'an Hadith because we can see that in the current era where the average student has used technology, there must be an improvement in facilities and infrastructure. This is also in line with what was expressed by the Principal of Al-Umm School, Mr. Muhammad Rizki, that:

*"... For the current media, there is still a lot that needs to be prepared, especially media, facilities, etc. For example, if we need a larger media and facilities, we will try to buy important equipment or equipment, but for example, for the media, the means can still be covered or may be held through children (to build children's creativity) they are involved in small things such as clocks, etc. For large media such as projectors or other media such as for science lessons, it requires a larger medium..."*

## 2) Reading problems

The second inhibiting factor is the problem of reading, learning to read means learning to pronounce the symbols of written sounds from both the Qur'an and Hadith. Although this activity seems very easy and simple, but for beginner students or do not have basic reading will have difficulty and be left behind by their friends (Saidatun et al. 2023). This is also in line with what was expressed by the Hadith Qur'an Teacher, Mr. Andika Reza Fikri who we interviewed that:

*"... For its own inhibition, there are some students who are not fluent in reading Arabic, especially students who graduate from public schools..."*

This can happen because some students at Mts Al-Umm are graduates from public schools, so they do not have a basic understanding of reading Arabic, in contrast to graduates from Islamic boarding schools they are used to reading Arabic.

## 3) Memorization problems

The third inhibiting factor is the problem of memorization, memorizing the Qur'an and hadith is the first step to understanding the content of the Qur'an hadith. It is very easy for students who have a pesantren background in contrast to those who have a public school background, students who graduate from public schools sometimes have difficulty in memorizing because they are not used to memorizing while in public schools. This is also in line with what was expressed by the Hadith Qur'an Teacher, Mr. Andika Reza Fikri who we interviewed that:

*"... Some students have difficulty memorizing, especially those who graduate from their public schools, have difficulties because when they are in public schools they are not used to memorizing Arabic..."*

In reality, the background conditions of the origin of students bring different capital, besides that the conditions of the environment and parents also affect the students, but the Teacher of the Qur'an Hadith Al-Umm works hard so that students who have difficulties in memorizing them are given more extra learning than those who are already fluent in memorizing. (Khamid et al. 2020).

## 4) Enthusiastic students

The fourth inhibiting factor is student enthusiasm, student enthusiasm is very important in learning continuity because it can affect the atmosphere in the classroom, this enthusiasm can be built by the teacher, the teacher must be able to make the classroom comfortable and safe for the students, when students feel comfortable and safe in class it can affect learning and students also feel excited when the teacher explains the material (Kirana and Am 2020). This is also in line with what was expressed by the Hadith Qur'an Teacher, Mr. Andika Reza Fikri who we interviewed that:

*"... Even though everyone is not enthusiastic and there are some who are enthusiastic, so that students are always enthusiastic I use the question and answer method, these methods are quite effective and can make students more enthusiastic..."*

Some students at Mts Al-Umm experienced a decrease in enthusiasm for learning, especially in the subject of Al-Qur'an Hadith, this was caused by the lack of facilities in learning which caused monotonous and boring learning.

## D. Conclusion

The implementation of learning the Qur'an Hadith at MTs Al-Umm Karawang went quite well with materials including tajweed, memorization of short letters, and understanding the meaning of Hadith related to daily life. The learning methods used vary, such as lectures, discussions, memorization together, and assignments. This variety of methods is important so that learning goals are achieved optimally. The learning media used is still simple, dominated by whiteboards and Qur'an mushaf, while the use of modern media is still limited. In fact, the variety of media can increase the effectiveness of learning. Students' enthusiasm in learning also varies, some are very enthusiastic and some are less enthusiastic. This enthusiasm for learning is influenced by students' interests and the learning methods applied. Therefore, teachers seek to increase students' enthusiasm for learning by innovating methods such as word games, quizzes, and study groups. The application of interesting methods and media can foster enthusiasm for

learning. Variations of methods and media need to be adjusted to the character of students so that learning goals are optimally achieved. In addition, effective learning of the Qur'an Hadith should adopt a Contextual and Student-Centered Learning (SCL) approach. Not only emphasizing memorization and textual comprehension, but also the experience of the values of the Qur'an and Hadith in daily life. This approach helps students understand the material more deeply and is relevant to their experiences, making learning more meaningful and applicable. Learning evaluation also needs to be carried out authentically by assessing the cognitive, affective, and psychomotor domains as a whole.

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