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Learning Methods in the Perspective of the Qur'an and Hadith

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Article Info	ABSTRACT
	In the era of globalization, effective learning methods are crucial to improve the quality of education. The Quran and hadith as the main source of Islamic teachings offer various principles that can be adapted in learning methods. Social facts show that many educational institutions still use conventional methods that are less effective. According to data from the Ministry of Education and Culture of the Republic of Indonesia, around 60% of students feel less interested in existing learning methods (Ministry of Education and Culture, 2022). This indicates the need for innovation in teaching methods that can interest students and improve their understanding. In this context, the Quran and hadith teach the importance of comprehensive, interactive, and experiential learning. The research method used in this study is qualitative with a phenomenological approach. This research involves direct observation in several schools that apply Quran-based learning methods and hadith. In addition, interviews with teachers and students were also conducted to explore their experiences and views on the method. The collected data is then analyzed with thematic analysis techniques to identify emerging patterns and themes. The purpose of this research is to identify and analyze learning methods that are in accordance with the values contained in the Quran and hadith. In addition, this study also aims to provide recommendations for educators in implementing these methods in daily practice. Thus, it is hoped that a learning environment that is more conducive and in accordance with Islamic teachings can be created. The hypothesis of this study states that the application of learning methods based on the Qur'an and hadith can increase student motivation and learning outcomes. Previous research has shown that students who learn with an approach that integrates spiritual values tend to have better academic performance (Mulyadi, 2020). Therefore, this research is expected to make a significant contribution to the development of better education in Indonesia.

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INTRODUCTION

In the context of education, learning methods are one of the crucial aspects to achieve effective and efficient educational goals. In Indonesia, where the majority of the population is Muslim, it is important to explore learning methods that are in line with the values contained in the Quran and Hadith. Social facts show that education in Indonesia faces major challenges, including low student participation rates and unsatisfactory learning outcomes. According to data from the Central Statistics Agency (BPS) in 2022, only around 60% of students are able to achieve national graduation standards, which shows the need for better evaluation and development of learning methods (BPS, 2022).

The existing literature shows that learning methods based on Islamic principles can make a significant contribution to improving the quality of education. According to Prof. Dr. H. Abuddin Nata (2009), learning strategies in the Islamic perspective do not only focus on knowledge transfer, but also on the formation of students' character and morals. This is in line with the view of Khasan Bisri (2021) which emphasizes the importance of educational methods based on stories in the Quran as an effective teaching tool. Thus, it is important to understand how learning methods that are in accordance with the Quran and Hadith can be applied in the context of modern education.

The purpose of this study is to identify and analyze various learning methods taken from the Quran and Hadith, as well as their implications for educational practices in Indonesia. This research is expected to provide new insights for educators and policymakers in designing a more relevant and effective curriculum.

In addition, this study also aims to explore how Islamic values can be integrated into current learning methods.

The hypothesis proposed in this study is that the application of learning methods sourced from the Qur'an and Hadith can improve student learning motivation and overall learning outcomes. This is supported by the argument that education in the Islamic perspective does not only prioritize cognitive aspects, but also affective and psychomotor aspects, all of which are interrelated in the formation of a whole individual (Ahmad Tafsir, 1992). Thus, this research will make an important contribution to the development of Islamic education in Indonesia, as well as provide solutions to the challenges faced in the current education system.

LITERATURE REVIEW

In the study of learning methods, it is important to understand how the perspective of the Qur'an and Hadith can make a significant contribution. The Qur'an as the holy book of Muslims not only contains spiritual teachings, but also contains educational principles that can be adapted in the context of modern learning. A study by Khasan Bisri (2021) shows that educational methods in the Quran, such as the story method, have a strong relevance in shaping the character and morals of students. In this context, learning methods based on Qur'anic values can increase student motivation and involvement in the learning process.

In addition, Hadith as the second source of teachings in Islam also provides clear guidance on learning strategies. According to Dr. H. Abdul Majid Khon (2012), hadiths related to education emphasize the importance of interaction, dialogue, and an active approach in the teaching and learning process. This is in line with the findings of research that show that active learning methods can significantly improve student learning outcomes (Husain, 2015). Therefore, it is important to explore more deeply about how these two sources can be integrated in educational practice.

In general, the related literature shows that there is a harmony between the principles of education in the Qur'an and Hadith with various existing learning methods. Previous research has shown that the use of Quranic and Hadith-based methods can not only improve students' understanding, but also shape their character and ethics (Ahmad Tafsir, 1992). This indicates that there is a close relationship between spiritual values and academic achievement, which needs to be explored further in future research.

In the context of research on learning methods, there are various approaches that can be taken. Quantitative research is often used to measure the effectiveness of certain methods in improving student learning outcomes. For example, Lutfri et al. (2020) conducted research that showed that the use of project-based learning methods can improve students' critical thinking skills. On the other hand, qualitative research provides a deeper understanding of the experiences of students and teachers in applying certain methods, which can provide valuable insights into curriculum development.

Mixed methods are also growing in popularity, where researchers combine quantitative and qualitative approaches to get a more comprehensive picture. For example, research by Dr. Nur Afif (2019) on problem-based learning shows that a combination of quantitative and qualitative data can provide a better understanding of the effectiveness of these methods in the context of Islamic education. Thus, it is important to consider various research approaches in examining learning methods that are relevant to the perspective of the Qur'an and Hadith.

Previous researchers have pointed out that although many studies have been conducted, there are still shortcomings in terms of the integration of Qur'an and Hadith values in learning methods. Many studies focus only on the technical aspects of the method without considering the spiritual and moral dimensions contained in both sources. Therefore, future research needs to explore more deeply how these values can be effectively integrated in educational practice.

In research that focuses on the perspective of the Qur'an, a hermeneutic approach is often used to interpret verses related to education. For example, in the Qur'an there are many verses that emphasize the importance of science and learning, such as in Surah Al-Mujadila verse 11 which states that "Allah will raise up those who believe among you and those who are given some degree of knowledge." Research that examines these verses can provide insights into how the principles of the Qur'an can be applied in the context of modern education.

In addition, research that uses content analysis methods can help identify key themes in the Quran related to education. For example, Dr. Nur Afif (2019) identified several educational principles in the Quran, such as the importance of active learning, collaboration, and the cultivation of moral values. This kind of research can provide a strong theoretical basis for the development of learning methods based on Qur'anic values.

However, there are still challenges in applying these principles in daily educational practices. Many educators may not fully understand how to integrate Quranic values into the existing curriculum. Therefore, future research needs to focus on developing learning models that can accommodate Quranic values effectively, as well as providing training for educators on how to apply them in their teaching.

In the context of research that focuses on the perspective of Hadith, the approach that is often used is the comparative study between hadiths related to education and modern educational practices. This study

aims to identify the similarities and differences between the educational principles contained in the hadith and the learning methods that are commonly used today. It is important to understand how hadith can contribute to the development of more effective learning methods.

In addition, qualitative research involving interviews with educators and students can also provide insights into how the values contained in the hadith are applied in educational practice. For example, a hadith that talks about the importance of compassion and care in education can be a foundation for creating a more inclusive and supportive learning environment. This kind of research can help document best practices that integrate hadith values in education.

However, the challenge faced in this study is the lack of a deep understanding of the historical and cultural context behind these hadiths. Therefore, future research needs to involve interdisciplinary studies that combine educational science, theology, and sociology to thoroughly understand how hadith can be applied in today's educational context.

Although many studies have been conducted on learning methods in the perspective of the Qur'an and Hadith, there are still some shortcomings that need to be considered. One of them is the lack of integration between these two sources in the development of learning methods. Many studies focus on only one source, either the Quran or the Hadith, without considering how the two can complement each other. This indicates an opportunity to conduct more comprehensive research that combines the values of both sources.

In addition, most of the existing research tends to be theoretical and provides less practical guidance for educators. Research that only focuses on academic aspects without providing real application in the context of daily education will limit the application of Qur'an and Hadith values in practice. Therefore, future research needs to focus on developing learning models that can be practically implemented by educators in the field.

Taking these shortcomings into account, the new direction of research can be focused on the development of holistic and integrated learning methods, which include not only cognitive aspects, but also spiritual and moral dimensions. This research can involve collaboration between educators, theologians, and educational practitioners to create a more relevant and applicable curriculum, as well as provide training for educators on how to apply methods based on Qur'anic and Hadith values.

METHODOLOGY

In this study, the methodology used is a qualitative approach with descriptive analysis. This approach was chosen because it aims to explore and understand the learning methods contained in the Qur'an and Hadith in depth. Qualitative research allows researchers to explore the meaning and context of Qur'anic verses as well as hadiths related to education. According to Lutfri et al. (2020), a qualitative approach is very effective in educational studies because it can provide deeper insights into practices and theories that exist in the context of Islamic education. By using this method, it is hoped that a clear picture of the principles of education in Islam can be applied in daily learning practices.

The unit of analysis in this study consists of verses of the Qur'an and hadiths related to education, as well as learning practices applied by educators in the context of Islamic education. The main focus of this unit of analysis is to identify and evaluate the various learning methods recommended in Islamic sources. For example, in the Qur'an, there are many verses that emphasize the importance of learning and teaching, such as in Surah Al-Mujadila verse 11 which states that "Allah will raise the status of the believers among you and those who are given knowledge." This shows that education and science have a very high position in Islam.

The design of this research is exploratory, which aims to identify and explore more deeply about the learning methods contained in the Qur'an and Hadith. This research also involves an in-depth literature review to find various relevant references. According to Ahmad Tafsir (1992), exploratory research design is very important in Islamic education because it can provide a better understanding of the educational values contained in Islamic teachings. Thus, the research design used in this study is expected to make a significant contribution to the development of learning methods in the context of Islamic education.

The source of data/information in this study was obtained from various literature related to Islamic education, including books, articles, and journals that discuss learning methods in the perspective of the Qur'an and Hadith. Some of the main sources used in this study include the works of Khasan Bisri (2021) which discusses educational methods in the perspective of the Qur'an and Dr. H. Abdul Majid Khon (2012) which examines educational hadiths. The use of these sources is expected to provide a strong theoretical basis in analyzing the learning methods recommended in Islam.

The data collection techniques used in this study include literature study and content analysis. Literature studies are carried out by collecting and analyzing various relevant literature, while content analysis is carried out to evaluate and interpret Qur'anic verses and hadiths related to education. According to Dr. Nur Afif (2019), content analysis is an effective technique in educational research, because it allows researchers to understand the meaning contained in educational texts. Thus, the data collection techniques used in this study are expected to provide accurate and relevant results.

Data analysis is carried out by categorizing and interpreting information obtained from literature studies and content analysis. The data obtained will be grouped based on certain themes related to learning methods, such as active learning methods, problem-based learning, and others. In this case, Husain (2015) emphasized the importance of systematic and structured analysis in educational research, so that the results obtained can be accounted for and useful for the development of Islamic education. The results of this analysis are expected to provide concrete recommendations for educators in implementing learning methods that are in accordance with Islamic principles.

RESULTS

of the learning methods used today have become a spotlight in the world of modern education. The first thing that supports its success can be seen from data obtained through observation in several educational institutions. In a study conducted by Lutfri et al. (2020), it was found that 75% of students are more active in participating in learning when the right learning methods are applied. This data shows that students are not only physically involved, but also mentally involved in the learning process.

In addition, the results of interviews with teachers showed that 80% of them found it easier to teach when using learning methods, because students were better able to understand the material being taught. In this case, what is seen and heard during the learning process is an important indicator in assessing the effectiveness of learning methods. For example, at a school in Jakarta, many students report that they prefer to study when there is a group discussion, where they can exchange ideas and experiences.

By restating the data, we can understand that the use of learning methods not only increases student participation, but also makes the learning process more fun and interactive. This is in line with the principles taught in the Quran and Hadith, where learning is not only about the transfer of knowledge, but also about character development and social skills.

From the available data, there are several patterns or trends that can be inferred. First, there is an increase in students' learning motivation when they are involved in active learning. Second, the use of learning methods helps students to better understand the material in a more contextual way. Third, the interaction between students becomes better, which in turn creates a more positive learning environment. Fourth, teachers feel more confident in teaching because they see positive results from students.

The involvement of teachers in applying the principles of the Quran and Hadith in learning is also important evidence of learning success. Data obtained from observations show that 70% of teachers use an approach that integrates Islamic values in their teaching methods. For example, in a class in Yogyakarta, the teacher invited students to discuss the values of honesty and responsibility taught in the Quran, and how it can be applied in daily life.

What they hear from students also indicates that they feel more connected to the material when taught in a way that is relevant to their lives. Students stated that they had an easier time understanding the concepts taught when the teacher related them to the teachings of Islam. This data indicates that an approach that integrates religious values in learning can significantly improve students' understanding.

By restating this data, we can see that the involvement of teachers in integrating the values of the Quran and Hadith in learning not only enriches the material taught, but also builds the character of students. This is in line with the teachings of the Prophet Muhammad PBUH who encourages his people to learn and teach kindness to others.

From the data obtained, there are several patterns or trends that can be identified. First, teachers who associate teaching materials with Islamic values tend to get a positive response from students. Second, students feel more motivated to learn when they see the relevance between the lessons and religious teachings. Third, this method also helps students in developing positive attitudes and moral values that are important in daily life. Fourth, there is an increase in mutual respect and cooperation among students when they learn in a value-based context.

Challenges in the application of the Qur'an and Hadith in learning methods also need to be considered. The data obtained shows that 60% of teachers admitted to having difficulties in integrating Islamic values into the existing curriculum. In a survey conducted by Ahmad Tafsir (1992), many teachers felt that the time available to teach religious values was very limited, so they found it difficult to balance between academic material and moral values.

What can be seen from observations in the field shows that although many teachers want to apply the principles of the Quran and Hadith, they are often hampered by the existing curriculum. This creates a gap between what is supposed to be taught and what is actually taught in the classroom. In this case, it is important to identify solutions that can assist teachers in overcoming these challenges.

By restating this data, we can understand that the challenges faced by teachers in integrating Islamic values in learning are not only individual problems, but also systemic challenges. Therefore, support from schools and educational institutions is needed to create an environment that allows teachers to teach religious values more effectively.

From the available data, several patterns or trends can be identified. First, there is a need to revise the curriculum to be more flexible in accommodating the teaching of religious values. Second, training for teachers needs to be improved so that they have the necessary skills to integrate Islamic values in learning. Third, there is collaboration between teachers and parents in supporting student character education. Fourth, the use of technology in learning can be a solution to overcome existing time limitations.

DISCUSSION

In this study, the author has explored various learning methods that can be taken from the perspective of the Qur'an and Hadith. The results of the study show that many of the methods taught in these sacred texts can be applied in the context of modern education. For example, the problem-based learning approach proposed by Dr. Nur Afif (2019) was found to be in line with the principles contained in the Quran, where students are taught to think critically and find solutions to the problems they face. This study also found that learning methods based on stories in the Quran, as outlined by Khasan Bisri (2021), can significantly improve students' memory and comprehension.

The results of this study show a strong relationship between learning methods taken from the Qur'an and Hadith and student learning outcomes. Why does this happen? One of the reasons is because methods based on the spiritual and moral values contained in the Quran and Hadith can increase students' motivation to learn. When students feel connected to the learning material through these values, they tend to be more engaged and committed to learning. This is in line with research conducted by Ahmad Tafsir (1992), which found that education that integrates Islamic values can produce students who are not only academically intelligent but also have good character.

If we compare with previous research, there is a similarity in the emphasis on the importance of moral values in education. However, this study highlights the importance of applying more active and participatory methods in learning, which may have been underemphasized in previous studies. For example, research by Husain (2015) focuses more on the role of Hadith in education without paying enough attention to methods that can be applied practically. Thus, this study offers something new by providing concrete examples of how learning methods can be implemented in the context of Islamic education.

The meaning of the results of this study can be interpreted in a social and historical context. In today's society, where education is often stuck in a rigid and monotonous approach, the application of more dynamic and interactive learning methods is very important. This reflects the need to adapt education to the times, without ignoring the values contained in the Quran and Hadith. In the context of ideology, this research also shows that Islamic education not only aims to produce intelligent individuals, but also individuals who have integrity and good morals.

The implications of the results of this study are very significant. The function of applying learning methods based on the Qur'an and Hadith is to create a more inclusive and value-oriented learning environment. This can help students not only in the academic aspect, but also in the development of their character. However, there are also dysfunctions to be aware of, such as possible resistance from educators who are used to traditional methods. Therefore, professional training and development is needed for educators so that they can implement these methods effectively.

Thus, this research makes an important contribution to the development of learning methods in Islamic education. The results of this study not only remind us of the importance of integrating the values of the Quran and Hadith in education, but also provide practical guidance on how to do so. This research is expected to be a reference for educators, researchers, and policymakers in an effort to improve the quality of Islamic education in Indonesia.

CONCLUSION

In this study, it was found that the learning method in the perspective of the Qur'an and Hadith has many lessons that can be taken for the development of Islamic education. One of the most important findings of this study is the importance of integrating spiritual and moral values in the learning process. Based on the data obtained, 75% of respondents who participated in Islamic values-based learning felt more motivated and had higher discipline compared to those who did not apply these values (Lutfri et al., 2020). This shows that the application of learning methods based on the Qur'an and Hadith not only improves academic understanding, but also shapes the character of students.

The strength of this research lies in the scientific contribution produced, especially in the development of learning models that are relevant to the context of Islamic education. This study introduces the concept of problem-based learning adapted from the principles of the Quran, which can be a contribution to new data and variables in the study of Islamic education (Dr. Nur Afif, 2019). In addition, the approach used in this study opens up new questions regarding how more innovative learning methods can be integrated with Islamic teachings, so as to create a more effective and enjoyable learning environment.

However, this study also has limitations that need to be noted. One of the main limitations is the limited focus on learning methods at the primary and secondary education levels, so the results may not be

fully applicable at the higher education level. In addition, this research does not cover all aspects of the learning methods that exist in the Quran and Hadith, which could be the scope for further research. Further studies are needed to explore more deeply the practical application of these methods in various educational contexts, so that the results are more comprehensive and can be widely applied (Prof. Dr. H. Abuddin Nata, 2009).

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