

Application of the Recitation Method in the Presentation of the Qur'an Hadith in Class X A Madrasah Aliyah Waburensen, Central Buton Regency

 <https://doi.org/10.31004/jele.v10i5.1412>

* Maya Junudin, Abdul Rahim, Darmayanti^{abc}

¹²³Universitas Muhammadiyah Buton, Indonesia.

Email: mayapai607@gmail.com

ABSTRACT

This study aims to describe the implementation of the recitation method in the learning of Qur'an and Hadith subjects in Grade X A of Madrasah Aliyah Waburensen and to evaluate its effectiveness in enhancing students, which they must complete and present independently outside of class time. This research uses a qualitative approach with data collected through observation, interviews, and documentation. The results show that the implementation of the recitation method increases student engagement in the learning process, strengthens understanding of Qur'an and Hadith material, and fosters responsibility and independent learning attitudes. Challenges encountered include time constraints and varying student abilities in completing assignments. Overall, the recitation method has proven to be quite effective and relevant for Qur'an and Hadith learning in Madrasah Aliyah.

Keyword: *Reaction method, Qur'an and Hadith, Madrasah Aliyah, learning Grade X A*

Article History:

Received 23rd August 2025

Accepted 20th September 2025

Published 24th September 2025



INTRODUCTION

Learning the Qur'an Hadith at Madrasah Aliyah Waburensen is an important part of Islamic education which aims to form religious personalities, increase love for the Qur'an and Hadith, and foster noble morals in students. In achieving this goal, teachers are required to use methods that are varied and in accordance with the characteristics of the material and students so that the learning process becomes more effective and effective.

One of the methods that can be applied in learning the Qur'an Hadith is the recitation method. This method is a technique for giving study assignments to students outside of regular lesson hours which are then accounted for in the form of reports or presentations in front of teachers and classmates. The application of the recitation method is considered effective in increasing students' responsibility, independence, and critical thinking skills.

In the context of learning the Qur'an Hadith, this method can be used to assign students to memorize verses, interpret and understand the content of verses and Hadith, and relate moral messages contained in daily life. Therefore, the application of the recitation method in class X A Madrasah Aliyah Waburensen is important to be studied in order to find out the learning results and shape the religious attitudes of students. (Nana Sudjana 2005)

The recitation method can stimulate students' learning activities because it requires them to search and process information independently, rather than just receiving it from the teacher.

Thus, students are not only objects in the learning process, but active subjects who are responsible for their tasks and learning processes. This is very much in line with the characteristics of the Qur'an Hadith Lesson which not only requires theoretical understanding, but also experience of Islamic teachings in real life (Zuhairini et al 1994)

METHOD

This research uses a qualitative approach with a type of field research. This approach aims to gain a deep understanding of the application of the recitation method in learning the Qur'an Hadith in class X A Madrasah Aliyah Waburens. Qualitative research focuses on the meaning, experience, and views of the subject being studied, and is descriptive and naturalistic. (Lexy J. Moleong) The research was carried out at Madrasah Aliyah Waburens from April 28 to May 28, 2025.

The subjects in this study are Al-Qur'an teachers; an Hadith and students of class X A. While the object of this study is the application of the recitation method in learning the Qur'an Hadith, including teacher strategies, student activities, and student learning outcomes. This study uses data collection techniques, namely observation, interviews, and documentation. (Sugiono 2018)

FINDINGS AND DISCUSSION

Application of the Recitation Method in Learning the Qur'an Hadith in Class X A Madrasah Aliyah Waburens

The Recitation Method (Assignment Assignment) Djamarah stated that the recitation method (assignment) is a method of presenting materials where teachers give assignments so that students carry out learning activities. The assignment will be checked and will be held accountable by the students. It can also be in the form of presenting or re-imposing something that has already been owned, known or studied. The recitation method (assignment) is a method of presenting materials where teachers give certain tasks so that students carry out learning activities. Assignment problems carried out by students can be done in the classroom, in the school yard, in the laboratory, in the library, in the workshop, in the student's home, or anywhere from where the assignment can be done. Meanwhile, according to Sudjana, "assignments and recitations stimulate children to actively learn both individually and in groups in the learning process. Therefore, the tasks given can be dubious and grouped". (Nana Sudjana 2011)

From some of the definitions above, it can be seen that in every learning process, the use of the recitation method or assigning assignments that can be done anywhere so that getting answers is very important to be applied. Because it can see the development of students in terms of their understanding or knowledge taught by the teacher.

The use of methods in the learning process determines the success rate of students so that teachers are required to master all types of methods in the learning process, related to this the teacher's method in learning the Qur'an hadith in class X A Madrasah Aliyah Waburens the researcher seeks to conduct interviews with the teacher of the subject of his class directly.

Mrs. Haspina, as a subject teacher, explained that the application of the recitation method really needs to be applied in the learning process because it has a great impact on students' understanding, so before entering the classroom first prepare methods that are in accordance with the material that I will convey so that students remain enthusiastic to learn and also enthusiastic in following the learning process. The presentation of teaching materials using the recitation method can help students understand and know their level of understanding, giving certain assignments given not only in the classroom but outside the classroom. As for the subject of the Qur'an Hadith, students are still given assignments before learning begins and after, even

the assignments given are completed that day and assignments are done at home as well as weekly assignments such as memorizing verses of the Qur'an, and Hadith (Haspina)

Mrs. Haspina explained the steps in using sterategi in applying the recitation method or assigning assignments, namely:

Delivering Materials on Assignments

The researcher sees the teacher in terms of explaining the material by adjusting the method used. From the results of the researcher's observations, teachers use the lecture method first or exposure to the material with direct explanations, even teachers use media as a tool for students' understanding, for example with cards. And also provide examples similar to the tasks that will be given to students.

Questions and Answers on the Tasks to Be Given

Based on the results of the observations obtained by the researcher, the question and answer process of teachers and students was interrupted by the delivery of the material. It can be seen that teachers want to know material that has not been understood related to the task and the level of students' ability to understand.

Assignment (Recitation Method)

The observations that the researcher has made show that students are responsible for the tasks given. The success of students with tasks given individually or in groups can be done directly or indirectly and can also be done outside of school. Researchers see that learners strive to find answers by seriously involving creativity and seriousness. This is in accordance with Mrs. Haspina's presentation, namely "Parents of students complain that if students are not given assignments, they will play a lot, so I took the initiative to continue to give them routine tasks". So that Haspina's mother always gives tasks in the form of questions and also the task of memorizing hadiths or verses of the Qur'an.

From the results of these observations, teachers have used the recitation method in each subject to directly involve students to study at school and assignments done outside of school. Students who felt confused by the questions given were seen asking the teacher directly and also asking their classmates. It can also be seen in the learning process of the Al-Quran Hadith, teachers also invite students to read surah al-Ikhlash at the same time until students read fluently, then the teacher gives assignments to memorize it.

Guiding Work Results (Tasks)

The researcher found that the results of observations in the learning process of guidance on doing assignments were carried out in order to direct students to the knowledge or answers to the assignments given. The teacher as a learning guide goes around controlling students' efforts in doing assignments and helping students who have difficulty answering questions. Then students give a report on the results of their work in carrying out their duties to the teacher.

Assessing Work Results

The researcher draws conclusions from students who have been given control or correction of the students' work results so that they can receive input and direction to improve the assignments that have been given. Assignments given outside the school environment can be assessed individually and direct corrections are usually found in the recitation of verses of the Qur'an. And continue to provide guidance to students who have difficulty in doing assignments.

Obstacles Faced by Teachers in Using the Recitation Method in the Subject of the Qur'an Hadith at Madrasah Aliyah Waburens

In the learning process in any institution, it is inseparable from the problems or obstacles that will be faced according to expectations, as well as the strategy in using the recitation method in the subject of the Qur'an Hadith. Basically, teachers strive to improve students' abilities so that

obstacles do not occur so that they can make the teaching and learning process effective and efficient.

As revealed by Mrs. Haspina, S.Pd.I who teaches all Qur'an Hadith subjects at Madrasah Aliyah Waburens, there are obstacles faced in using the recitation method of Al-Qur'an Hadith subjects with the results of interviews conducted by researchers.

"There must be obstacles, especially in the assignment of memorization tasks, the obstacle is students who are not fluent in reading the Qur'an so that it is difficult to memorize the assigned verses of the Qur'an".

From Mrs. Haspina's presentation, it can be interpreted that the most important obstacles that trigger success in achieving goals are students who are less fluent in reading the verses of the Qur'an so that students must continue to be guided. However, in addition to that, the obstacles that teachers face in using the recitation method are also obstacles including: internal factors, namely the factors of the students themselves such as: students' intelligence, interests, motivations, attitudes, and habits. and also external factors, namely from outside the students such as schools, families, and the surrounding community (Yudin Citriadin 2007)

Lack of Students Who Read the Qur'an Fluently

Based on the research seen in the defense process, there are students who are not fluent in reading the Qur'an so that when students are assigned to read the Qur'an in front of the class, students stammer and are confused when reciting hadith or verses of the Qur'an. The results of these observations are in line with the interview that the researcher has conducted with the subject teacher who teaches the subject of the Qur'an Hadith that one of the most frequent obstacles is the task of memorizing the hadith or verses of the Qur'an. (Zainal Abidin 1992).

For these problems that exist in the reading ability of students, teachers should overcome these difficulties by paying attention to the continuous development of students. From the results of the interviews that the researcher made efforts to overcome the obstacles found, Mrs. Haspina said that:

"To overcome obstacles, I usually work together with parents of students in the watsaap group asking for help to memorize hadith or verses of the Qur'an so that children do not fall behind with their other friends".

Students who are not fluent in reading the Qur'an is a factor that makes the learning process of the Qur'an hadith an obstacle for teachers to continue with the next material. The difficulty factors in reading the Qur'an are both in terms of literacy, fluency, impatience, insincerity, tajweed, and manners of reading the Qur'an. This makes the purpose of learning less effective because it takes more time to learn. The lack of guidance for students may be one of the causes of students not being fluent in reading hadith or verses of the Qur'an. In order to achieve the expected goals and restore an effective learning atmosphere, teachers provide more guidance to students who lack in reading the Qur'an. In addition to the guidance provided by teachers, students are guided directly by their parents in launching the reading of hadith and verses of the Qur'an, because parents are also a benchmark for students' abilities. This is in line with the conclusion of the hadith that "It is sinful for parents who have children who are not good at reading the Qur'an, because there is no greater shame but the children are not good at reading the Qur'an. On the other hand, the greatest joy is that parents can make their children good at reading the Qur'an". This requires teachers to parents to always be able to teach students at home so that teachers always communicate with parents to provide all student development so that the learning process can run well according to the goals that have been determined. (Vienna Sanjaya 2019)

Lack of Motivation and Interest of Students

Based on the observations made by the researcher, the readiness of students to learn while participating in the learning process was seen by students who did other activities when the teacher was being explained. However, besides that, it can be seen that the intelligence of students who are different in understanding the subject matter can cause students to vary in the ability of students to quickly and slowly receive information and solve a problem, so that there are students who cheat on their friends and the tasks given by others.

Lack of motivation of students is one of the obstacles to the learning process. Based on observations that can be seen to interfere with the flow of fluidity and result in a bad situation, the lack of motivation of students causes students to not pay attention to the teacher's explanation by talking or playing with their friends. In order to make the learning atmosphere effective, teachers give reprimands directly with the students concerned, providing motivation to focus more on learning. Because the learning process will be successful if students have motivation to learn. Therefore, teachers need to foster students' motivation to learn. Woodwoort said that "a motive or motivation is a set that can make an individual perform certain activities to achieve a goal". In this case, motivation is one of the motivation factors to be more enthusiastic about learning and focus on the material explained by the teacher.

In accordance with the results of the research and discussion that can be analyzed by the researcher, namely the application of the Recitation method in the subject of the Qur'an Hadith at Madrasah Aliyah Waburens School is quite good. From the learning process using the recitation method, the teacher has designed the steps that will be applied with the method. In addition, teachers have applied the recitation method with steps: preparing strategies used in learning, delivering materials that lead to assignments, question-and-answer processes for assignments to be given, assigning assignments (recitation method), guiding the results of work, and assessing the results of students' work. and the obstacles faced by teachers in using the recitation method are students who are not fluent in reading the Qur'an and also lack enthusiasm to follow the learning process the purpose of the study is to find out the use of the recitation method and find out the obstacles faced by teachers in using the recitation method in the subject of the Qur'an Hadith students at Madrasah Aliyah Waburens School. So that teachers can also apply the recitation method to other learning processes to improve more optimal learning outcomes.

And the obstacles experienced by teachers during the learning process in the subject of the Qur'an Hadith are the lack of students' ability to read the Qur'an which is not smooth so that it makes it difficult for teachers to continue with the next material. However, this is overcome by teachers by giving the task of memorizing hadith and verses of the Qur'an regularly to students and teachers communicating with the parents of the class students to be given guidance by their respective parents on a regular basis. The next obstacle is the lack of motivation for students to learn because of low interest in learning, but teachers can overcome this by providing varied learning strategies and understanding to students so as to increase the motivation to learn from students. This is in accordance with the results of interviews that the researcher has conducted as a teacher who teaches the subject of the Qur'an Hadith

CONCLUSION

After assigning an assignment, the teacher considers the problem of adapting it to the material and the student's understanding. The tasks given to students are always completed continuously after following the learning process in the lesson. If the teacher explains the material while studying the Hadith of the Qur'an, there is a question and answer process between students and teachers, so that students are involved in communication, therefore by using methods in the teaching and learning process, teachers know the various teaching methods and also the material

presented. Regarding the theory of teaching methods above, it can be seen that teachers of the Qur'an Hadith subject use methods to make students understand. This means that what the subject teacher does is included according to the theory above. And one of the methods used is the presentation method, which is to give assignments so that teachers can see the success rate of the learning process. So that teachers can also apply the recitation method to other learning processes to improve more optimal learning outcomes. Students' willingness to learn by participating in learning is also seen in students who do activities other than those explained by the teacher. But in addition, students' intelligence can be seen to vary in their understanding of a subject, so this can lead to students' ability to vary how quickly and slowly they take information and solve a problem, so that students copy it themselves and the tasks given by others are done. Lack of student motivation is one of the obstacles in learning.

REFERENCES

- Haspina, S.Pd.I (Guru Mata Pelajaran Al-Qur'an Hadist MA Waburens kecamatan Mawasangka Kabupaten Buton Tengah)Wawancara Tanggal 19 Mei 2025
- Lexy J, Moleang, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2019), hlm. 6.
- Nana Sudjana, *Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2011)
- Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2010)
- Sardiman., A., *M interaksi dan motivasi belajar* (Jakarta: Raja Grafindo Persada , 2011), hlm. 92.
- Yudin Citriadin, *Pengembangan Sistem Evaluasi Pendidikan*, (Mataram: Kalangan, (2007)
- Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Pranedemedia Group, 2016)
- Zainal Abidin, *Seluk Beluk Al-Qur'an*, (Jakarta: PT Rineka Cipta, 1992)
- Zuhairini dkk, *Metodik Khusus Pendidikan Agama Islam* (Jakarta : Bumi Aksara, 1994), hlm. 120.