

OBSTACLES OF QUR'AN HADITH TEACHERS IN INCREASING THE INTEREST IN LEARNING CLASS X STUDENTS AT MADRASAH ALIYAH AL-ASY'ARIYAH MEDAN KRIO

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Abstract: The purpose of this study was to find out what are the obstacles faced by teachers of the Qur'an Hadith in increasing the interest in learning of Class X Students in Madrasah Aliyah Al-Asy'ariyah Medan Krio, Sunggal. This research is qualitative research with informants of Qur'an Hadith teachers, school principals, and four students, namely, grade X IPS3 students and IPA 3 students. This type of research is qualitative research. In qualitative research, the presentation of data can be done in the form of descriptions or abbreviations, summaries, charts, relationships, categories, flowcharts, or the like. In this case, Miles and Huberman stated that in presenting data is presenting data in qualitative research is in the form of narrative text. The results of this study show that the obstacles faced by teachers of the Qur'an Hadith in increasing the interest in learning of Class X Students in Madrasah Aliyah Al-Asy'ariyah Medan Krio do not have heavy obstacles, only in motivating the learning of Class X Students cannot be done spontaneously but it takes time and process to fix them.

Keywords: Obstacles, Qur'an Hadith Teachers, Increase Interest,

Introduction

Education is any kind of life experience that encourages the emergence of an interest in learning to know and do something that has been known. Even education lasts throughout the ages (life long education). This means that from birth to the day of death all human activities are educational activities (Anwar, 2006). Education is the right vehicle to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life and direct humans to live independently, creatively, democratically, responsibly, have faith and fear Allah SWT.

Interest has a great influence on teaching and learning activities. If students are interested in subjects, especially the subjects of Qur'an Hadith education, then automatically Class X students will study Qur'an Hadith education with full sincerity such as feeling happy in following lessons, enthusiasm and diligent study, and can even find difficulties in the learning process because of the attraction and motivation obtained by studying Qur'an Hadith education. The learning process will run smoothly if accompanied by interest.

Based on the results of psychological research shows that lack of interest in learning can result in a lack of interest in a particular field, it can even give birth to an attitude of rejection to teachers. Based on the above factors, teachers have a very important role. Because the teacher is

the Key Person in the classroom. The role of the Qur'an Hadith education teacher is very large in its contribution in the implementation of the learning process in the classroom, at least it will shape attitudes in learning, and for the teacher himself as a tool to achieve the goals of the lesson. Success in the learning process is an expectation, both teachers and students. One of the factors used as a measure of success in the learning process is changes in student behavior in the form of high learning achievement.

The phenomenon of teachers' lack of understanding of their roles needs attention in the Indonesian education system in general and Islamic education in particular, because Qur'anic Hadith education also plays a role in the national education system. Moreover, the teacher of the Qur'an Hadith, who in this case is a teacher of Qur'an Hadith education who is still trusted by the community, is able to provide a foundation for life and moral values so that his children through knowledge of the Qur'an and Hadith.

Madrasah Aliyah Al-Asy'ariyah Medan Krio, Sunggal is an Islam-based school under the auspices of the Ministry of Religious Affairs. This madrasa already has five teachers in the educational subjects of the Qur'an Hadith. The five Qur'anic Hadith education teachers from the educational backgrounds they have gone through, have been in accordance with the profession they are teaching now. The students have different backgrounds. Most of the students come from lower-middle class families because of economic pressure, so parents are busy working to earn a living, so their children lack affection and pay less attention to the importance of education, especially Qur'anic Hadith education even from the existing data there are some Class X students who are divorced and broken home and their children are entrusted to their siblings. While the environment is Class X students on average come from the suburbs and are also Class X Students who are not accepted into public junior high schools.

This condition makes the interest in learning of Class X Students low because of their low learning motivation, the low interest in learning Class X Students as above is caused by various factors that occur both internally and externally from Class X Students themselves. The low learning outcomes of Class X Students can be known based on existing data where 30 X1 Students for example have an average score of 70 Qur'an Hadith lessons, Fiqh average score 65, SKI lesson average score 75. The average score of Class X Student learning outcomes based on this daily test score shows that Class X Students' interest in learning is still low.

The low learning score of Class X students is inseparable from the role of the Qur'an Hadith teacher in the learning process. Therefore, in the learning process, the role of the Qur'an Hadith teacher is important and decisive for increasing the interest in learning of Class X Students. The role of the Qur'an Hadith teacher is certainly how the Qur'an Hadith teacher is able to make the learning process with quality through the teaching competence possessed by a teacher.

Based on this fact, the author is interested in conducting research on the role of Qur'an Hadith education teachers in increasing the interest and learning achievement of Class X Students in Madrasah Aliyah Al-Asy'ariyah Sunggal, with the hope that this research can contribute to the

development of learning interest of Class X Students, especially in improving the quality and learning achievement of Qur'an Hadith education.

Literature Review

1. Definition of Roles

The role according to Indonesian is an effort that directs energy, thoughts to achieve a goal (Wjs, 1976). Furthermore, effort also means the effort of reason, the effort to achieve a goal of solving the problem of finding a way out (Annisa et al., 2022). Effort is also defined as part of the action that must be done.

Based on some of the above understandings, it can be understood that effort is a series of actions or work or actions that go through energy and mind to achieve a goal. The intended role in this study is the role of teachers of the Qur'an Hadith in carrying out their duties and functions as educators and teachers in the teaching and learning process in schools, especially in the classroom.

The role carried out by teachers of the Qur'an Hadith is of course through various roles of teachers as educators, as teachers, as facilitators as administrators and as evaluators in the learning process in schools from the subjects taught.

Based on the description above, it can be concluded that a role is an action and effort made to achieve the goals that have been set. The intended role in this study is the role of teachers of the Qur'an Hadith, namely teachers of SKI, teachers of jurisprudence, teachers of the Qur'an Hadith and teachers of the Qur'an hadith as religious lessons in Madrasah Aliyah

The teaching and learning process has a broader meaning and understanding than learning. In the teaching and learning process, it is implied that there is an inseparable unity of activities between students who learn and teachers who teach. Between these two activities, mutual support is established.

Teachers have many duties, both service-bound and non-serviced, in the form of devotion. When grouped there are three types of teacher duties as said by Uzer Usman, namely: "Duties in the field of profession, tasks of humanity and tasks in the field of society".(Sofwan, 2016)

The three types of teacher duties as above, which need to be explained are the duties of teachers as a profession, which include educating, teaching and training. "Educating means passing on and developing life values. Teaching means continuing and developing science and technology while training means developing skills to students.

Among the duties of teachers mentioned above, there are still others that are the duties of teachers, namely:

1. Setting goals/objectives
2. Develop a work plan
3. Personal organization and utilization.

Apart from duties as a profession, a teacher of the Qur'an Hadith also has a very important role where the role of the teacher is "the creation of a series of interrelated behaviors carried out in a particular situation and related to the progress of behavior change and student development that is the goal".(Kurniawan et al., 2021)

Based on the explanation above, it can be understood that the role of the teacher of the Qur'an Hadith is to make efforts to develop Class X students both in knowledge and behavior. Competent teachers will be able to create an effective learning environment and will be able to manage the classroom so that student learning outcomes are at an optimal level. Therefore, the role of teachers includes many things such as teachers, leaders, supervisors, motivators and counselors.

According to Law No. 14 of 2005 concerning Teachers and Lecturers. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners.(Kurniawan et al., 2021)

A teacher has a great influence in the implementation of education in schools and becomes a major role in learning activities at school. The role of teachers in the educational process includes:

- a) Teachers as educators, must have certain standards of personal qualities, which include responsibility, authority, independence, and discipline. By educating, teachers must try to develop attitudes, dispositions, values, morals, conscience / conscience of students.
- b) Teachers as teachers, must help developing students by conveying a number of knowledge that is not yet known to children.
- c) The teacher as a guide, must know what the child has known according to the background of each student's ability, as well as what competencies are needed to achieve educational goals (ASRIYANI et al., 2021)

2. Learning Interest

The interest in every student when conducting the teaching and learning process is something that must be fostered, because if a child's interest in learning grows and is fostered, it is very easy for educators to bring children into an active and effective learning atmosphere. In turn, later the lessons presented to children will be able to cause a good impression. The indicators of student interest in learning can be known based on:

1. Listen to the teacher's explanation when the teacher explains the material taught in class
2. Reading A student who is said to have an interest in learning is the existence of a desire that High in reading lessons.

The urgency of learning the Qur'an both verses read, writing, verses tafsir aims to provide knowledge to students that is able to lead to: 1) Steadiness in reading in accordance with predetermined provisions and being able to write it and memorize verses and surahs that are easy for students. 2) The ability to understand the book of God perfectly. 3) Ability to apply Islamic

religious teachings in daily life. 4) Ability to improve behavior through appropriate teaching methods. 5) Cultivate a love for the Qur'an. 6) Development of Islamic education based on sources from the Qur'an (Ahmad, 2008)

Method

This type of research is qualitative research. In qualitative research the presentation of data can be done in the form of descriptions or abbreviations, summaries, charts, relationships, categories, flowcharts or the like. In this case, Miles and Huberman stated that in presenting data is presenting data in qualitative research is in the form of narrative text. The presentation in this study is to describe or present data that is interview-based, described in detail and systematically according to the problem.

The location of this research is in Madrasah Aliyah Al-Asy'ariah Medan, located on Jalan Jalan Serayu II No.18 Krio, Medan Sunggal District, Deli Serdang Regency. The source of data in this study is in the form of primary data and secondary data. Primary data is the main data in this writing, where the main data can be obtained based on interviews. The informants in obtaining the primary data are: Qur'an Hadith teachers, principals as leaders in schools are used as supporters of primary sources. Students of Class X-IPA3 and X-IPS3. Secondary data is supporting data in writing this thesis obtained based on documentation data of Madrasah Aliyah Al-Asy'ariah Medan. In addition to documentation data from schools, there are also data from various other literature that supports this writing data.

To obtain objective data and information. In its implementation, the author uses two types of research, namely: Observation, Interview and documentation. Data analysis is the process of organizing by sorting data into patterns of categories and basic description units so that themes and hypotheses can be found (Nazir, 1988)

Result and Discussion

As is known in the previous discussion that teachers of the Qur'an Hadith play a role in motivating the religious learning of Class X students, especially in the field of study of the Qur'an hadith as a subject that is identical to religious studies. In this case, each subject teacher has a role to motivate Class X Students to study hard and correctly. The form of motivation given by the teacher is to provide:

1. Encouragement and encouragement
2. Support
3. Reward (gift)
4. Finisment (punishment)
5. Advice Bimbingan dan arahan

In general, the role of teachers in schools as the concepts and theories described above is as an educator, who becomes a figure, role model, and identification for students, and their environment. Therefore, teachers must have certain standards of personal qualities, which include responsibility, authority, independence, and discipline. With regard to responsibility,

teachers must know and understand values, moral and social norms, and try to behave and act in accordance with these values and norms. Teachers must also be responsible for all their actions in school learning, and in community life.

Pleasing to authority, teachers must have advantages in realizing spiritual, emotional, moral, social, and intellectual values of science, technology, and art in accordance with the developed field. Teachers must also be able to make decisions independently, especially in various matters related to learning and competency formation, and act in accordance with the conditions of educators, and the environment. Teachers must be able to act and make decisions quickly, on time, and remain targeted.

Teachers as teachers mean giving lessons about various sciences that are useful for the development of their thinking skills. Also called intellectual education. A child's intellect is a child's ability to think in various areas of life. It is clear that teaching or intellectual education is part of the whole educational process, or teaching has a narrower meaning than education.

The teacher can be likened to a journey guide, who based on his knowledge and experience is responsible for the progress of the journey. In this sense, the term journey concerns not only the physical but also the deeper and more complex mental, emotional, moral, and spiritual journey. As a guide, the teacher must formulate a clear goal, set the travel time, set the road to take, use travel directions, and assess the smoothness according to the students, but the teacher has a major influence in every aspect of the trip. As a guide, teachers have various rights and responsibilities in every trip planned and carried out.

The teacher is the one who directs the learning process gradually from beginning to end (culmination). By design, students will go through the culmination stage, a stage that allows each student to know their learning progress. Here the role as a culminator is integrated with the role of an evaluator.

Evaluation or assessment is the most complex aspect of learning, because it involves many backgrounds and relationships, as well as other variables that have meaning when related to context that is almost impossible to separate from every aspect of assessment. There is no learning without assessment, because assessment is the process of determining the quality of learning outcomes, or the process of determining the level of achievement of learning objectives by learners.

Teachers as trainers are to acquire skills by practicing something repeatedly so that mechanization or habituation occurs. The purpose of practice is to acquire skills about something. The process of education and learning requires the training of skills, both intellectual and motor, thus requiring teachers to act as trainers, This is emphasized in the competency-based 2004 curriculum, because without practice a learner will not be able to demonstrate mastery of basic competence, and will not be proficient in various skills developed according to standard material. Therefore, teachers must act as trainers, who are tasked with training students in the formation of basic competence, according to their respective potentials.

When compared with the results of interviews conducted by researchers that the role of

Qur'an Hadith teachers in motivating the learning of Class X Students is to provide direction and guidance to Class X Students to study harder and diligently, provide encouragement, give rewards to Class X Students who excel, provide funismen to Class X Students who violate regulations and various roles as educators, teachers, guardians and so on. Through the role given by various teachers of the Qur'an Hadith in schools, this role can increase the motivation to learn Class X Students, because through the role of teachers as educators, teachers, directors as well as motivators can increase the motivation to learn Class X Students in a better direction. there is an increase in achievement and value of learning outcomes of Class X Students both through midterm exam results, tests and final exam results.

The teacher in this case should be able to arouse students' interest in mastering the knowledge contained in their field of study in more or less the same way as tips on building a positive attitude. The position of the teacher is very strategic in increasing student interest in learning, because the teacher in his role is as an agent of change, acting as a facilitator who creates learning conditions in children, Responsible for the creation of learning outcomes of educational subjects, As an exemplary example, Professionally responsible for improving their abilities, Upholding the professional code of ethics. Based on the results of interviews and observations that the author conducted in the field, it shows that teachers really show their seriousness in carrying out their functions and roles as educators and teachers in schools.

Student learning activity can be seen from student interest in following the teaching and learning process which is characterized by:

1. Prepare the textbook to be discussed, and open the pages, chapters, chapters to be discussed
2. Read the entire lesson instructed by the teacher
3. Listen and follow the teacher's explanation and what the teacher or student reads to the Lesson
4. Answer teacher questions
5. Write down and draw conclusions in separate notes.

Based on the results of observations made by researchers in the field show that teachers of the Qur'an hadith really encourage and motivate students so that students' interest in learning can increase, the role of teachers can be seen from:

- a. Teaching competencies possessed by teachers
- b. Attention of teachers to students
- c. Teacher teaching discipline
- d. Provide guidance and direction to students

While students' interest in learning is seen after the teacher gives his role as an educator and teacher, including:

- a. Students abide by school rules and discipline
- b. Get to school on time
- c. Listen to the teacher's explanation in class

- d. Do the tasks given by the teacher
- e. Diligently follow the learning process
- f. Do homework given by the teacher

In accordance with the information and explanation above, it shows that the results of interviews and observations that the author did confirm that teachers of the Qur'an Hadith really play a role in increasing students' interest in learning at school. The role of teachers in motivating student learning can be described as the results of observations and interviews that the author conducted are:

1. Conduct guidance and direction at every opportunity to encourage students to study harder
2. Provide subject matter in accordance with the material that has been determined
3. Provide rewards in the form of praise, grades and so on for outstanding students
4. Provide Funishment or punishment for students who violate rules and are unsportsmanlike in learning.
- 5.

Through the role of teachers in the teaching and learning process with various motivations, students are more motivated in the teaching and learning process, especially in Qur'anic Hadith lessons

Conclusion

The conclusions of this lecture are:

The obstacles faced by teachers of the Qur'an Hadith in increasing the interest in learning of Class X Students. In Madrasah Aliyah Al-Asy'ariyah Medan Krio does not have heavy obstacles, only in motivating the learning of Class X Students cannot be done spontaneously but it takes time and process to fix it

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