



Problematics of Learning the Qur'an and Hadith for Students of MAN 3 Kebumen

Putri Magda Nurhaliza¹, Muna Fauziah^{2*}, Atsmarina Awanis³

^{1,2,3}Institut Agama Islam Nahdlatul Ulama Kebumen, Kebumen

*Corresponding Author. E-mail: munafauziah6@gmail.com

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Abstrak

Tujuan penelitian ini adalah untuk menganalisis problematika pembelajaran Al-Qur'an Hadits pada peserta didik kelas XI B di MAN 3 Kebumen. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus dengan objek penelitian problematika pembelajaran Al-Qur'an Hadits di kelas XI B MAN 3 Kebumen. Subjek penelitian terdiri atas seorang guru Al-Qur'an Hadits dan peserta didik kelas XI B tahun ajaran 2024/2025 berjumlah 6 dari 31 peserta didik. Pemilihan subjek tersebut didasarkan pada teknik *purposive sampling*. Kriteria yang digunakan yaitu peserta didik yang mengalami permasalahan dalam pembelajaran Al Qur'an Hadits dengan kategori tinggi, sedang, dan rendah. Data yang dikumpulkan berupa observasi, wawancara, dan dokumentasi. Data diuji keabsahannya dengan Teknik triangulasi metode dan sumber. Teknik analisis data yang digunakan yaitu kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa problematika pembelajaran Al-Qur'an Hadits teridentifikasi pada aspek minat belajar yang ditandai dengan peserta didik memiliki minat belajar rendah, ketidaksiplinan dalam menyelesaikan tugas, dan bermain HP; aspek motivasi belajar yang ditandai dengan peserta didik kurang termotivasi, metode ceramah yang monoton, terbatasnya bentuk penghargaan yang diberikan guru, dan lingkungan kelas tidak kondusif; serta aspek kesulitan belajar yang ditandai dengan peserta didik kesulitan dalam penguasaan materi dan menunjukkan kepribadian yang kurang mendukung proses pembelajaran seperti ngantuk dan tidur.

Kata Kunci: al-qur'an hadits pembelajaran, problematika,

Abstract

The purpose of this study is to analyze the problems of learning the Qur'an and Hadith in class XI B students at MAN 3 Kebumen. This study uses a qualitative research method with a case study approach with the object of research being the problems of learning the Qur'an and Hadith in class XI B MAN 3 Kebumen. The research subjects consisted of an Al-Qur'an and Hadith teacher and 6 out of 31 class XI B students in the 2024/2025 academic year. The selection of the subjects was based on a purposive sampling technique. The criteria used included students who experienced problems in learning the Qur'an and Hadith with high, medium, and low categories. The data collected included observation, interviews, and documentation. The data were tested for validity using method and source triangulation. The data analysis techniques used included data condensation, data presentation, and drawing conclusions. The results of the study show that the problems of learning the Qur'an and Hadith were identified in the aspect of learning interest which was characterized by students having low learning interest, indiscipline in completing assignments, and playing with cellphones; the learning motivation aspect is characterized by students being less motivated, monotonous lecture methods, limited forms of appreciation given by teachers, and a non-conducive classroom environment; and the learning difficulty aspect is characterized by students having difficulty in mastering the material and showing a personality that does not support the learning process, such as drowsiness and sleeping.

Keywords: al-Quran hadith, learning, problems



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Introduction

Learning the Qur'an and Hadith is a core subject in Islamic religious education. It aims to teach and foster an understanding of Islamic teachings, as well as to develop students' religious character. Students are expected to correctly recite, interpret, and apply the contents of the verses and hadith in their daily lives. The Qur'an and Hadith subject not only orients the cognitive aspect but also shapes students' religious attitudes and behavior. This way, the learning process becomes more effective and the goals of Islamic education are achieved. Sulaiman stated that ideal Al-Quran Hadith learning activities can be carried out by designing innovative learning models (Sulaiman, 2016).

In the context of Islamic education, learning the Qur'an and Hadith plays a crucial role in instilling faith, morality, and spiritual values in students. Students are not only taught to diligently read the Qur'an and Hadith, but also to understand them and use them as a guide for their lives. Learning the Qur'an and Hadith serves as the primary means of developing students' Islamic character, especially in formal schools. However, several previous studies have described the practice of learning the Qur'an and Hadith as facing numerous challenges stemming from factors such as teachers, students, and the learning environment (Darmawi et al., 2024; Harmoni, 2020).

In line with this, in classroom practice, learning the Al-Quran and Hadith faces obstacles that affect the effectiveness of learning (Annisa et al., 2022). According to Yurike, learning Al-Quran Hadith often encounters general problems that cause the quality and effectiveness of learning (Sambaga, 2024). One of the main problems is that the curriculum is not appropriate. According to Fauziah et al. (2023), there are many problems in Islamic Religious Education learning in terms of the quality of education, the availability of learning media, and students' interest in learning (Fauziah et al., 2023).

The phenomena in the field reflect a concerning condition. The large number of memorizations of letters and hadiths makes it difficult for students to learn them. Several other

problems are that teachers when teaching the Al-Quran Hadith subject only use the lecture method, lacking in the use of media and varied learning methods. If the teacher cannot enter the class to teach, he only gives assignments in the form of summarizing the material of the chapter being studied. This tends to make it difficult for students to understand the material, in addition, students also feel bored and lazy to follow Al-Quran Hadith learning.

These problems are caused by many factors, such as students' educational backgrounds, limited Quran reading habits at home, and limited time at school. As a result, some students experience these difficulties. This problem illustrates that learning Al-Quran Hadith in general needs to be considered and improved in depth. This condition also poses a challenge for teachers in achieving the objectives of learning the Qur'an and Hadith optimally (Ali, 2018; Annisa et al., 2022; Selvia et al., 2025). This is to ensure that religious teachings can be conveyed effectively and appropriately for students in a modern context (Sambaga, 2024).

Relevant research on the problems of learning the Qur'an and Hadith has been carried out by several previous studies. Research by Rahmaini and Muqowim examined the problems of students who cannot read the Qur'an according to the rules of tajwid reading in MI (Rahmaini & Muqowim, 2021). Research by Annisa et al., examined the problems of students who have not been able to read the Qur'an according to the rules of tajwid reading in MTS (Annisa et al., 2022). Research by Darmawi et al., examined the problems of learning the Qur'an and Hadith for teachers, students, and the environment in MI (Darmawi et al., 2024). Research by Ernawati et al., examined the problems of students who have not been able to read the Qur'an according to the rules of tajwid reading in MAN (Ernawati, 2023). Research by Nadhrah, et al., examined the problems of students who have not been able to read the Qur'an according to the rules of tajwid reading in SMP (Nadhrah et al., 2023).

These studies, which examine the learning of the Qur'an and Hadith, generally focus on students' difficulties in reading the Qur'an

according to its rules at various levels of education, such as Islamic elementary schools (MI), Islamic junior high schools (MTs), junior high schools (SMP), and Islamic senior high schools (MAN). Several previous researchers have also highlighted the causes of these problems, which stem from teachers, students, and the learning environment. However, their research tends to focus on a partial identification of these problems and has not yet fully analyzed the dynamics of the problems in learning the Qur'an and Hadith, which involve many other integrated aspects within the classroom.

Therefore, the novelty of this research lies in its comprehensive and contextual examination of the problems in learning the Qur'an and Hadith, specifically from the perspective of students. The students in question are students of Madrasah Aliyah Negeri 3 Kebumen, a subject rarely researched on this topic. Several previous researchers have focused on areas outside of Kebumen. The problems are examined from the perspective of the students themselves. Therefore, this study aims to analyze the problems of learning the Qur'an and Hadith for grade XI B students at MAN 3 Kebumen. This research is expected to provide a new perspective on mapping the problems in learning the Qur'an and Hadith, while also offering a basis for developing effective learning strategies to improve the quality of Qur'an and Hadith learning for students.

Method

This study used a qualitative research method with a case study approach. According to Ghanad (2023), a case study is a research conducted at a certain time on a subject in the form of a person, group, or organization. The aim is to gain a comprehensive and detailed understanding of the subject. The Yin theory quoted by Poltak and Widjaja (2024) defines a case study as a process of seeking knowledge to investigate and examine phenomena that occur in real life (Poltak & Widjaja, 2024). Case studies can be used in situations where the boundaries between the phenomenon and real life are unclear or blurred.

The research location is at MAN 3 Kebumen because the results of the pre-research found that there were fundamental problems in learning the Al-Qur'an and Hadith. The subjects of the study were an Al-Qur'an Hadith teacher and 6 out of 31 class XI B students in the

2024/2025 academic year. The researcher used purposive sampling or theoretical sampling to determine the informants. According to Isaac (2023), purposive sampling is a technique for selecting a data source based on specific considerations. This consideration is based on the fact that the selected individuals are most knowledgeable about the phenomenon being studied, thus facilitating the researcher's understanding of the phenomenon. The criteria were classes with superior cognitive levels at MAN 3 Kebumen.

The Al-Qur'an Hadith teacher who became the informant in this study. The number of Al-Qur'an Hadith teachers at MAN 3 Kebumen is 3 teachers. However, the targeted teacher is an Al-Qur'an Hadith teacher who teaches in class XI B with the initials M. Students of class XI B who became informants in this study. The number of students in class XI B at MAN 3 Kebumen is 31 children. Consisting of 6 boys and 25 girls. However, the targeted students are 6 children with high, medium, and low score criteria.

The data collected were in the form of observations, interviews, and documentation. Kumar (2023) stated that observation is a data collection technique systematically carried out by observing and recording a phenomenon being studied. Researchers use participatory observation. In participatory observation, the researcher, as an observer, participates in the activities being conducted (Uwamusi & Ajisebiyawo, 2023). Therefore, the researcher not only observes a phenomenon but also participates in the observed phenomenon.

The researcher conducted observations on the learning activities of the Qur'an Hadith. The target of the observation is all students of class XI B during the learning process taking place at MAN 3 Kebumen which was conducted in May. The observation was conducted in class XI B MAN 3 Kebumen because the researcher wanted to find information about the problems of students in learning the Qur'an Hadith and the factors that hinder the learning of the Qur'an Hadith. The researcher will observe directly using an observation sheet instrument with a total of 36 statements.

According to Georgescu and Anastasiu (2021), an interview is a direct communication process between the interviewer and the interviewee. Researchers conduct in-depth interviews with informants to discuss research topics. The interviews used are semi-structured. These interviews seek accurate information from

the interviewee through opinions and ideas related to a problem. Researchers used teacher and student interviews as data collection instruments.

In qualitative research, documents relevant to the research focus are used to supplement the data. This research documentation was conducted by the researcher herself, consisting of learning outcomes from the Al-Qur'an and Hadith material of class XI B students and photographs. The documentation was obtained during the research process. The researcher conducted documentation to verify the data and strengthen the observations and interviews conducted previously.

The data analysis techniques used were data condensation, data presentation, and drawing conclusions. According to Miles and Huberman, data condensation is a type of analysis that sharpens, groups, directs, discards unimportant information, and organizes data so that it can be drawn and validated into final conclusions (Miles et al., 2014). Researchers collect the appropriate types of data relevant to the formulated problem to obtain a clear picture.

Data presentation can be done in the form of descriptions and images. Miles et al. (2014) said that displaying data can make it easier to understand the existing situation and plan the next steps according to the understanding obtained. Researchers draw conclusions based on data collection whose groups are appropriate or not appropriate to the results obtained. The researcher's conclusion was obtained after the researcher observed the problems found in learning the Al-Qur'an Hadith and factors that hinder learning the Al-Qur'an Hadith in class XI B students at MAN 3 Kebumen.

ResultS and Discussion

Based on the findings from observations, interviews, and documentation, it can be concluded that the problems associated with learning the Qur'an and Hadith are related to learning interests, motivation, and difficulties. Which shows the following results:

Interest

First, the students' sense of enjoyment is indicated by signs of boredom during the lesson, such as chatting with peers, using mobile phones, and displaying inattentive behaviors, including irregular sitting positions.. The

following figure shows students still often playing with their mobile phones..



Figure 1. Students Playing with Their Mobile Phones

The results of an interview with Mr. M as the Al-Qur'an Hadith subject teacher for class XI B, revealed:

"When viewed during the lesson, the children looked happy and enthusiastic. Sometimes there are children who are very sleepy until they fall asleep and then I wake them up. Sometimes if the children are bored, they will definitely ask to watch videos on the smart TV to refresh themselves. Sometimes there are some who are noisy in class 1 or 2 children, but if warned, they continue to follow the lesson again."

The results of an interview with a student with the initials MF stated,

"Learning with Mr. M is fun, but sometimes the teacher's voice is low and not loud enough so it makes me sleepy and sometimes I fall asleep. I'm rarely late. Sometimes when I'm memorizing, the teacher doesn't listen, so if I forget the memorization, he just stays silent, doesn't correct me."

The results indicate that students' learning interest tends to be low. Although students showed enthusiasm at the beginning of learning, this enthusiasm was not sustained. This is because the teaching methods were insufficiently varied, the teacher's voice lacked clarity, and the learning media were not optimally utilized. .. These results are in line with the findings of research conducted by Suparman which found that students experienced problems at MI Nurul Hidayah Batang Gansal when

learning the Al-Qur'an Hadith, namely the low attention and interest of students in learning the Al-Qur'an and Hadith (Suparman, 2020). As a result, students experience difficulties mastering and understanding the material.

Another finding from the previous study found that students' learning interest in the Al-Qur'an and Hadith subjects was in the moderate category, necessitating more innovative learning strategies (Irawan & Saputra, 2019). Learning strategies are needed to further enhance student engagement. Another study conducted by Nafisah reported low student interest in the Al-Qur'an and Hadith subjects (Nafisah, 2025). Similarly, learning the Al-Qur'an and Hadith in madrasas still faces various challenges, including low student interest and motivation, as well as low student engagement (Darmawi et al., 2024; Rasyidi & Mutmainah, 2024). This problem is suspected to be due to factors such as learning methods, teacher competence, and the student learning environment.

Second, student interest is reflected in student indiscipline in completing assignments. Some students are noisy, sleepy, sleeping, and using their mobile phones. The following figure shows students being noisy in class.



Figure 2. Students being Noisy in Class

The results of an interview with a student with the initials WSF revealed,

"Learning the Qur'an Hadith is enthusiastic because the learning is just listening, but sometimes I don't understand so I prefer Fiqh. If there is an assignment, I depend on when it will be submitted. I am diligent in doing it but it depends on the assignment, if the assignment is sometimes on time, if the summary is usually late."

The results indicated that student interest in learning the Qur'an Hadith is still low compared to learning Fiqh which employs more interactive teaching methods. Teachers may not fully utilize various learning methods. This is

also in line with research by Muna, et al., which found that teachers tend to pay more attention to students who sit in the front and are active than students who sit in the back and are not active (Muna et al., 2024). Efforts that teachers must make for inactive students are to involve students in learning activities using interactive and participatory methods, so that students feel recognized and cared for.

Third, student attention is characterized by students chatting with their friends, doing other assignments, playing with cellphones and sleeping during learning. The following picture shows students falling asleep in class.



Figure 3. Students are Falling Asleep in Class

The results of the interview with Mr. M as the Al-Qur'an Hadith subject teacher in class XI B, he said,

"Yes, the children listen when I deliver the material, sometimes there are children who sit in the back usually chatting and playing with their cellphones, so I immediately reprimand them and continue the learning. Some children are focused and some are not."

The results of the interview with a class XI B student with the initials FDS who said,

"I listen to the teacher's explanation, but sometimes while sleeping. Sometimes I can't focus if I sit at the front because it's uncomfortable. I sometimes only write down the important parts and I dare to ask if I don't understand the material."

The results showed that the attention of some students was still low due to the method used by the teacher in the form of a lecture with a soft voice when delivering the material. So, it makes students unable to hear the explanation of the material properly and become unfocused in learning. According to previous research, the lecture method is more verbal, making students

easily bored and passive in learning (Latifah et al., 2023). Because it is too teacher-centered, students' abilities are difficult to predict and understand, especially in understanding the meaning and content of the Quran (Hasan et al., 2024). Too frequent oral explanations by teachers result in students' disengagement, and classroom conditions become increasingly chaotic (Haryanto & Suhartono, 2019). Therefore, participatory methods are needed to improve student learning outcomes.

This result is in line with the findings of research conducted by Nadhrah that the cause of student problems in learning the Al-Qur'an Hadith is that students are not serious in following the learning, some students do not listen to the teacher politely, but instead chat, play with cellphones, and sleep when the teacher explains the material (Nadhrah et al., 2023). In addition, the low interest of students in learning the Al-Qur'an Hadith is one of the causes of learning not being included.

Motivation

First, the desire to succeed is marked by students who are less motivated because the lecture method is monotonous and uninteresting. The following picture shows students looking bored when the teacher explains the material through lectures.



Figure 4. Students Bored in Studying

The results of the interview with Mr. M, as the subject teacher of Al-Qur'an Hadith in class XI B, he said, "In my opinion, some children are interested and some are not interested in studying Al-Qur'an Hadith more deeply". The results of the interview with a class XI B student with the initials AHF, who said, "Sometimes I am interested in studying Al-Qur'an Hadith, but sometimes not." The results were that most students showed high interest, while the rest were less motivated because the lecture method was monotonous and uninteresting. This result is in

line with the findings of research conducted by Siregar that throughout the learning activity, many students played around (Siregar, 2022).

The lack of student desire to be involved in learning Al-Qur'an Hadith is because the teacher does not use a learning method that can make the teacher and students interact with each other. The class conditions are always monotonous because the teacher still uses the lecture method, and there is no variation in other learning methods.

Other findings support this finding, stating that low student motivation is a challenge in learning the Qur'an and Hadith in schools or madrasas (Suhardi et al., 2023). Unconducive classroom conditions make students less enthusiastic about participating in learning. Furthermore, similar findings indicate limited student interaction because students are not involved in discussions (Rahman et al., 2022). The decline in student interest and motivation is caused by models that are not appropriate for student needs. Student differences significantly impact student activity and motivation.

Second, the appreciation of learning is marked by teachers in giving awards that are still limited to additional values. The following picture shows students getting grades on the task of summarizing the material of the Qur'an and Hadith.

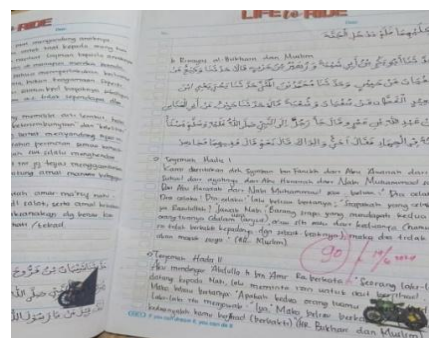


Figure 5. Student Learning Outcomes

The results of the interview with Mr. M as the Al-Qur'an Hadith subject teacher in class XI B, he said, "Yes, it's just additional value, if the award is in the form of material, it's never been." The results of the interview with a student with the initials ZAP who said, "Yes, just a value award. I've never been and don't let me be punished." The award in learning obtained less than optimal results because there was no other form of appreciation that could foster higher motivation. This is because teachers are not used to giving awards other than grades. In fact,

awards in learning greatly affect learning achievement.

This study is in line with research by Syarifah that giving student learning awards is very important because it can raise student learning motivation, especially for students who are less enthusiastic and have difficulty in learning, encourage students to be more motivated to develop in a positive direction, and increase interest in learning (Tujuh, 2019).

Third, interesting activities in learning are characterized by teachers only using books without a variety of fun methods, students easily get bored and fall asleep. The following picture shows students falling asleep in class.



Figure 5. Students Sleepy While Studying

The results of the interview with Mr. M as the Al-Qur'an Hadith subject teacher in class XI B, he said,

"Yes, it's fun to learn the Al-Qur'an Hadith, even though I only use books. Yes, I don't think many are sleepy, but sometimes there are those who are sleepy and then fall asleep but then I wake them up, sometimes I tell them to do ablution first so they are fresh."

The results of the interview with a student with the initials MF who stated, "It's fun. I once slept in class while studying the Al-Qur'an Hadith." The results showed that the activities in learning were not entirely interesting, because teachers tended to only use books without a variety of fun methods, so that students easily got bored and even fell asleep.

These results are in line with the findings of research conducted by Darmawi, Kusuma, and Sibuan that the lecture method in learning the Al-Qur'an Hadith, students can only listen to lectures (Darmawi et al., 2024). Students will feel bored if they listen to lectures from the teacher for too long and there is no interaction between the

teacher and students. Students are also not active during learning because they feel bored with ineffective learning conditions.

Ineffective learning has a significant impact on many aspects. For example, students' poor understanding of the material is caused by unsystematic explanations. Classroom conditions that lack student engagement also contribute to a lack of further understanding (Ibrahim, 2025). A longer-term impact is the underdevelopment of higher-order thinking skills, which hinders the development of students' character.

Fourth, a conducive learning environment is characterized by students talking to themselves, a noisy classroom atmosphere, and less interactive material delivery. The following picture shows students chatting in class.



Figure 6. Students Chatting While Studying

The results of the interview with a student with the initials WSF who said, "I have felt uncomfortable if the class is not conducive." Meanwhile, the results of the interview with a student with the initials AHF who said, "Yes, I have felt uncomfortable because the teacher is monotonous in explaining the material, so the class feels unpleasant." The results are that a conducive learning environment has not been obtained optimally in this study. This is because during learning, many students still talk to themselves, are noisy in class and the delivery of material is less interactive.

A conducive learning environment greatly influences the learning process and learning achievement according to Pujiono and Jannah's theory that the success of the learning process carried out by teachers is greatly influenced by the creation of an effective learning atmosphere (Pujiono & Jannah, 2023). An effective learning atmosphere means an environment that is conducive, supportive, and allows the learning

process to run smoothly and continuously. In addition, a conducive learning environment can encourage the achievement of student learning achievement, both in academic and non-academic fields, both individually and as a whole in the class (Maulana et al., 2024).

Learning Difficulties

First, the mastery of the material is marked by the majority of students having difficulty understanding and mastering the Al-Qur'an Hadith material and difficulty in memorizing letters. The following picture shows students having difficulty in memorizing.



Figure 7. Students Having Difficulty in Memorizing

The results of an interview with a student with the initials ZAP, who stated, "Sometimes I master it, but sometimes I don't if the material is difficult." Meanwhile, the results of an interview with a student with the initials FDS, who stated, "In studying the Al-Qur'an Hadith, I find it difficult because I memorize verses that I don't know yet. No material is remembered." The results showed that most students had difficulty learning the Al-Qur'an Hadith and difficulty memorizing letters. This is indicated by weak mastery of the material because the learning method used by the teacher is monotonous, so that students have difficulty understanding the material. This shows that the learning method used by the teacher greatly influences students in mastering the material. This study is in line with the findings of research conducted by Mentaya and Jasiah that teachers explain the Al-Qur'an Hadith material always using the lecture method, less varied, and the explanation is too fast, so students have difficulty in understanding and mastering the material optimally (Mentaya & Jasiah, 2025).

Second, the personality of the students is characterized by students who are sleepy, sleep-in class, and bored because of the lecture learning method without any interaction between the teacher and students. The following picture shows students sleep in class.



Figure 8. Students Sleep in Class

The results of the interview with Mr. M, as the Al-Qur'an Hadith subject teacher in class XI B, he said, "Yes, sometimes there are children who sleep in class during learning, but I keep waking them up." Meanwhile, the results of the interview with a class XI B student with the initials MF, who said, "I once slept in class because I was bored." The results showed that the personality of students was impolite during the Al-Qur'an Hadith learning. Some students were sleepy and fell asleep in class while learning. This is because students feel bored with the learning method, which is only a lecture without any interaction between the teacher and students. These results are in line with the findings of research conducted by Harahap that the attitude of ignoring during learning causes students not to pay attention or follow the learning process (Harahap, 2023).

Conclusion

Based on the results of this study and discussion on the problems of learning the Qur'an Hadith in class XI B students at MAN 3 Kebumen, it was identified between learning interest, learning motivation, and learning difficulties. In the aspect of learning interest, the problems were related to students' feelings of enjoyment, interest, and attention. In the aspect of learning motivation, the problems were related to students' desire to learn, appreciation in learning, the availability of engaging learning activities, and a conducive learning environment. In the aspect of learning

difficulties, the problems were related to students' mastery of the material and their personal characteristics. Future researchers are

encouraged to expand the scope of this study so that more comprehensive and in depth findings can be obtained.

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