

The Effectiveness of Lecture Method in Learning Al-Quran Hadith

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Abstract

This study aims to increase the motivation and interest in learning class VIII MTs Al-Washliyah Bangun Purba in learning Al-Qur'an and Hadith by using the lecture method combined with group discussions. The method used in this research is Classroom Action Research (PTK), which was conducted in two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. In the first cycle, the teacher applied the lecture method to explain the material, followed by group discussions to improve students' understanding and engagement. In the second cycle, the results of the first cycle reflection were used as the basis for modification and improvement of actions in learning. The results showed that the combination of lecture and group discussion methods was effective in increasing students' motivation and interest in learning the Qur'an and Hadith material.

Keywords: *Effectiveness; Lecture Method; Al-Quran Hadith Learning*

Abstrak: Penelitian ini bertujuan untuk meningkatkan motivasi dan minat belajar siswa kelas VIII MTs Al-Washliyah Bangun Purba dalam pembelajaran Al-Qur'an dan Hadis dengan menggunakan metode ceramah yang dipadukan dengan diskusi kelompok. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK), yang dilakukan dalam dua siklus. Setiap siklus terdiri dari empat tahapan, yaitu perencanaan, tindakan, pengamatan, dan refleksi. Pada siklus pertama, guru menerapkan metode ceramah untuk menjelaskan materi, diikuti dengan diskusi kelompok untuk meningkatkan pemahaman dan keterlibatan siswa. Pada siklus kedua, hasil dari refleksi siklus pertama dijadikan dasar untuk modifikasi dan peningkatan tindakan dalam pembelajaran. Hasil penelitian menunjukkan bahwa kombinasi metode ceramah dan diskusi kelompok efektif dalam meningkatkan motivasi dan minat belajar siswa terhadap materi Al-Qur'an dan Hadis.

Kata Kunci: *Efektivitas; Metode Ceramah; Materi Al-Quran Hadis*

Introduction

Effective learning methods play an important role in achieving optimal educational goals, especially in the context of religious teaching such as the Qur'an and Hadith. The study of the Qur'an and Hadith requires a proper approach to ensure a deep understanding of the sacred texts and their application in daily life. One of the most common methods used in the teaching of the Qur'an and Hadith is the lecture method. This method allows teachers to deliver material directly to students, provide detailed explanations of Qur'anic verses and Hadiths, and relate the material to the context of modern life (Wardani et al., 2022).

However, although the lecture method has the advantage of conveying information in a systematic manner, sometimes students feel less engaged or lack of understanding of the material in depth, especially if they only rely on one-way delivery from the teacher. Therefore, it is important to evaluate the extent of the effectiveness of the lecture method in improving students' understanding of the subject matter of the Qur'an and Hadith (Ahmad Roihan Albanna, 2023).

This study aims to examine the effectiveness of the lecture method in learning the Qur'an and Hadith in grade VIII MTs Al-Washliyah Bangun Purba. In this context, the author will explore how the lecture method is applied in the teaching of the Qur'an and Hadith, as well as its impact on students' understanding. This study will also consider how this method can be combined with other approaches, such as group discussions, to improve the quality of student learning and understanding.

By identifying the advantages and disadvantages of the lecture method in the context of learning the Qur'an and Hadith, it is hoped that this study can provide useful recommendations for religious teaching at the secondary school level. The findings of this research can be used to improve the quality of teaching the Qur'an and Hadith and motivate students to be more active and interested in the religious learning process.

Method

This study uses Classroom Action Research (PTK) as a research method to improve the quality of learning the Qur'an and Hadith in grade VIII MTs Al-Washliyah Bangun Purba. PTK was chosen because this approach is well suited for identifying problems in the learning process, designing interventions or corrective actions, and evaluating the impact of actions implemented directly in the field. This research aims to optimize the use of lecture methods in learning the Qur'an Hadith by combining them with group discussion methods (Hasanah & Monica, 2023).

The stages of PTK in this study consist of four main steps, namely:

1. Planning: At this stage, the researcher together with the Qur'an and Hadith teachers design a lesson plan that will be implemented in the classroom. This learning plan includes the preparation of materials, the preparation of teaching aids, and the selection of teaching strategies that combine the lecture method with group

discussions. In addition, the researcher also designed instruments to measure student comprehension, such as written tests and observations of student participation during group discussions.

2. Action: At this stage, the researcher performs actions or implements a learning plan that has been prepared. Learning is carried out using the lecture method combined with group discussions. In the lecture session, the teacher will convey the material of the Qur'an and Hadith in a systematic and clear way, while in the group discussion, students are given the opportunity to discuss and ask questions about the material that has been presented.
3. Observation: After the action is carried out, the researcher makes observations of the ongoing learning process. This observation aims to find out the extent to which students actively participate in group discussions and the extent to which they understand the material being taught. This observation also includes recording student learning results in tests and tests given after learning.
4. Reflection: The reflection stage is carried out after action and observation. The researcher and the teacher evaluated the learning results that had been implemented, analyzing whether the actions taken had succeeded in improving students' understanding of the Qur'an and Hadith material. Reflection also includes an analysis of the weaknesses and advantages of the methods applied, as well as finding solutions for improvement in the next cycle if needed.

This research was carried out in two cycles. The first cycle focused on the application of the lecture and group discussion method, while the second cycle was carried out with further modifications based on the results of evaluation and reflection from the first cycle. Evaluation is carried out through the analysis of observation data, interviews with teachers and students, and learning outcome tests given at the end of each cycle.

Results and Discussion

First Cycle: Teacher Method Planning

In the learning process in grade VIII MTs Al-Washliyah Bangun Purba, the lecture and discussion method plays an important role in conveying subject matter, especially in learning the Qur'an. Based on an interview conducted with Mr. Rahimullah, Chairman of the Al-Washliyah Education Foundation on May 8, 2024, he revealed that so far learning in grade VIII has been dominated by lecture methods. The lecture method is applied by the teacher explaining the subject matter in front of the class using a verbal approach, where students listen to the teacher's explanation directly. Although this method is often used, the results achieved are likely to be not optimal due to limited interaction between teacher and student and the lack of opportunities for students to develop their understanding in greater depth (Gapari, 2021).

However, recent developments show a change in teaching approaches. Currently, teachers at MTs Al-Washliyah are starting to integrate lecture methods with group discussions as a way to enrich students' learning experiences. These group discussions aim to encourage students' active participation in learning, providing opportunities for them to discuss and exchange ideas about the material being taught. With this combined method, it is hoped that students can more easily understand the Qur'an subject matter more deeply, and the teaching and learning process will be more interactive and fun. The expected result is to improve the quality of students' understanding of the material taught, as well as create a more dynamic and participatory classroom atmosphere.

Through the interview, it can be concluded that although the lecture method is still dominant, the combination with group discussions shows positive potential in improving the quality of learning at MTs Al-Washliyah. Innovations in this learning method are expected to help students develop critical thinking skills and deepen their understanding of the Qur'an learning materials taught.

As the principal, I observed that the learning process of the Qur'an in grade VIII MTs Al-Washliyah has been dominated by the use of the lecture method. In this method, the teacher acts as a conveyor of information by explaining and explaining the subject matter in front of the class. Although this method is often applied, the results achieved in learning are still not optimal, due to the limited involvement of students and the tendency to be passive in the learning process. However, as time went by, teachers began to combine lecture methods with group discussions to improve students' understanding of the material taught in Qur'an lessons.

The results of an interview with Mrs. Rahimah Lubis, as the Deputy Principal on May 8, 2024 in the vice principal's room, show a similar view. He explained that although the lecture method remains dominant in learning, currently teachers have begun to integrate the lecture method with group discussions. These two methods are considered more effective in increasing student engagement, as well as facilitating a deeper understanding of the Qur'anic subject matter. The use of these varied methods is expected to encourage students to be more active and enthusiastic in learning.

Furthermore, an interview with Mr. Dana Pranata Paranginangin, a Qur'an teacher in grade VIII MTs Al-Washliyah which was held on May 9, 2024, revealed a similar view. He stated that although the lecture method has been the main approach in teaching so far, students often have difficulty in understanding the material and show a lack of enthusiasm in following the lessons. However, with the application of the lecture method combined with group discussions, there is a significant increase in students' enthusiasm for learning, as well as a better understanding of the Qur'an material.

The use of the lecture method in learning the Qur'an in the classroom has so far shown limitations, especially in attracting students' interest. The lecture method carried out by teachers is indeed effective in delivering material systematically, but it is often less able to trigger active student involvement. Students feel bored and less motivated, which impacts their understanding of the material being taught.

However, the change occurred when teachers began to combine lecture methods with group discussions. With group discussions, students are given the opportunity to interact and discuss the material studied. This not only increases their involvement in learning, but also encourages students' enthusiasm and interest to delve deeper into Qur'an lessons. This combination of lectures and discussions has been proven to have a positive impact on student learning outcomes, where they are more enthusiastic and able to master the material better (Suluwetang, 2021).

Second Cylce: Implementation of the Teacher Method

Based on the results of an interview conducted by the author with Mr. Rahimullah, as the Chairman of the Al-Washliyah Education Foundation on Wednesday, May 8, 2024, in the Foundation's office room at 10.30 WIB, he revealed that there was an increase in students' understanding in grade VIII of MTs Al-Washliyah in the lessons of the Qur'an and Hadith. This increase occurred after a change in teaching methods from previously using the lecture method alone, now combined with the lecture and group discussion method. Through these two methods, students are more active and creative in learning, which in turn is able to improve their understanding of the material being taught.

Furthermore, the results of an interview with Mr. Burhanuddin, as the Principal of MTs Al-Washliyah Bangun Purba on the same day, at 11.00 WIB in the principal's room, also showed a similar opinion. According to him, the increase in students' understanding in learning the Qur'an and Hadith occurred after the application of a combination of lecture methods and group discussions. Previously, when only using the lecture method, students' learning outcomes and understanding tended to be low. This indicates that the application of the lecture method combined with group discussions is more effective in teaching the lessons of the Qur'an and Hadith.

In addition, the results of an interview with Mrs. Rahimah Lubis, Vice Principal of MTs Al-Washliyah Bangun Purba, on Wednesday, May 8, 2024, at 11.30 WIB in the vice principal's room, gave a similar view. He explained that before the application of the lecture and group discussion method, students' understanding of the subject matter in grade VIII MTs Al-Washliyah was still relatively low. However, after both methods were applied, there was a significant improvement in students' learning comprehension. This increase can be seen from students' activities and creativity in learning, as well as the results of tests and exams that show clear improvements.

The author conducted an interview with Mr. Dana Pranata Paranginangin, an Al-Qur'an teacher in grade VIII MTs Al-Washliyah Bangun Purba, on Thursday, May 9, 2024, at 10.00 WIB in the teacher's room. In the interview, he stated that as a Qur'an teacher in grade VIII, he was fully aware that the lecture method alone was not effective enough in making students understand the material being taught. Previously, even though the lecture method was applied, student learning outcomes were still not optimal. However, after the lecture method is combined with the group discussion method, students become more active and creative in the learning process. This increase is also reflected in students' academic results, with improvements in report cards and test scores, which show an increase in students' understanding of the material taught.

In addition, the author also conducted interviews with several students of grade VIII MTs Al-Washliyah Bangun Purba. Based on the interview, students revealed that before the application of the lecture and group discussion method, they found it difficult to understand the subject matter of the Qur'an and Hadith taught by the lecture method alone. However, after the application of these two methods, students feel happier and more enthusiastic in learning. This shows that their understanding of the subject matter is getting better and significantly improving. Students feel more actively involved in the learning process, which helps improve the quality of their understanding.

Based on the results of the interviews that have been explained, it can be concluded that the lecture method used previously is considered less interesting and less effective in helping students understand the subject matter. However, with the application of the lecture method combined with group discussions, students' understanding of the subject matter of the Qur'an and Hadith has increased significantly. Students' active involvement in group discussions has been shown to help them better understand the material being taught, which is reflected in their improved learning outcomes (Hasan et al., 2024).

Third Cycle: Evaluation of Teacher Methods

The author conducted an interview with Mr. Dana Pranata Paranginangin, an Al-Qur'an teacher in grade VIII MTs Al-Washliyah Bangun Purba, on Thursday, May 9, 2024, at 10.00 WIB in the teacher's room. In the interview, Mr. Dana revealed that in carrying out his duties as a teacher, he realized that the use of lecture methods alone was not effective enough to achieve optimal understanding for students. Although the lecture method has been implemented before, the results obtained are still far from expectations, with many students struggling to understand the material well.

Awareness of these shortcomings prompted Mr. Dana to implement a more innovative approach by combining lecture methods and group discussions. In this combination, lectures still serve as a way to convey basic information and an introduction to the material, while group discussions provide a space for students to dig deeper into the material

through interaction and the sharing of ideas between them. This group discussion method allows students to share their understandings, ask each other questions, and be more active in the learning process.

These changes show a significant positive impact on improving the quality of learning. Students become more engaged, active, and creative in the learning process. Their academic results have also experienced progress that can be seen in the improvement of report card and test scores, which shows that students' understanding of the subject matter of the Qur'an and Hadith is getting better and deeper. This method successfully motivates students to learn more passionately, which in turn supports their overall academic development.

Furthermore, the author also conducted interviews with several students of grade VIII MTs Al-Washliyah Bangun Purba. They revealed that previously, by only using the lecture method, they found it difficult to understand the material of the Qur'an and Hadith. The learning process feels monotonous, and they feel less involved in the learning discussion. However, after the application of the lecture method combined with group discussions, they felt more interested and excited. Learning becomes more fun, and they feel freer to ask questions and discuss the subject matter with their friends.

With such active involvement, their understanding of the material increases. The students stated that this method helped them to better understand the concepts in the Qur'an and Hadith more clearly and deeply. Students who previously lacked understanding are now able to reinterpret the material being taught, an indicator of significant improvement in understanding.

From these interviews, it can be concluded that the lecture method applied earlier, although useful for providing basic information, proved to be less interesting and less effective in facilitating students' understanding. With the addition of the group discussion method, students are not only more active but also more creative in understanding and processing the information received. Their involvement in group discussions gives them the opportunity to reflect and delve into the subject matter in a more interactive way, which ultimately improves their overall learning outcomes.

This improvement can also be seen in the results of better academic evaluation of students, such as improved grades in daily tests and report cards. This shows that the combination of lecture methods and group discussions can be an effective strategy in improving students' understanding of the Qur'an and Hadith subject matter (Latifah et al., 2023).

Conclusions

The lecture method applied by teachers in learning the Qur'an and Hadith in grade VIII MTs Al-Washliyah Bangun Purba proved to be very suitable for the existing learning conditions, although with some adjustments. The combination of lecture methods with group discussions

has had a significant positive impact on students' understanding. Previously, even though the lecture method was used, students' learning outcomes were still limited and their understanding of the material was less than optimal. However, after the application of the group discussion method that complements the lecture, students become more active, creative, and involved in the learning process. This increase in understanding is reflected in the results of student evaluations, which show a significant improvement in report card and test scores. Thus, it can be concluded that the lecture method combined with group discussions is very effective in improving students' understanding of the subject matter of the Qur'an and Hadith, as well as improving their overall learning outcomes.

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