



## Learning Strategy of The Quran and Hadith in Forming Religious Character at MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency

Muhamad Rouful Hakim<sup>1</sup>, Jaenullah<sup>1</sup>, Eka Prasetyawati

<sup>1</sup>Universitas Ma'arif Lampung, Metro, Lampung, Indonesia

Corresponding Author muhamadroufulhakim@gmail.com

### ABSTRACT

*This study discusses the learning strategy of the Al-Qur'an Hadīth subject in forming the religious character of students at MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency. The background of this study is based on the importance of religious character education amidst the moral and social challenges faced by the younger generation. The Al-Qur'an Hadīth subject has a strategic role in instilling deep Islamic values, so that learning is not only oriented towards mastering the material, but also on forming attitudes and behaviors that reflect religious values. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, in-depth interviews with teachers and students, and documentation of learning activities. The results of the study show that teachers use several effective strategies, including: integration between religious theory and practice, habituation of daily worship such as dhuha prayer, recitation of the Al-Qur'an before the lesson begins, instilling the values of honesty, responsibility, and discipline through studying the meaning of the verses of the Al-Qur'an, and the application of the exemplary method (uswah hasanah) in daily interactions. In addition, the use of discussion methods and contextual reflection of values encourages students to relate the teachings of the Qur'an and Hadith to everyday life. This strategy has been proven to be able to improve students' religious character as reflected in politeness, enthusiasm for worship, honesty, and enthusiasm for sharing. Thus, learning the Qur'an and Hadith which is designed holistically and integratively can be an effective medium in forming students' religious character. This study recommends that this learning strategy continue to be developed and supported by the madrasah environment and family in order to create a generation that is faithful, has noble character, and is responsible.*

**Keywords:** Learning Strategy, Al-Qur'an Hadīth, Religious Character

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

### INTRODUCTION

Religious character is one of the characters that need to be developed in students to foster behavior in accordance with Islamic teachings based on the Qur'an and Hadith (Ahsanulkhaq, 2008) The subject of the Qur'an and Hadith is one part of the Islamic religious education subject which is used as a means of providing knowledge, guidance and development to students so that they can understand, believe and live the truth of Islamic teachings and apply them in everyday life. Therefore, this subject is very important to be taught to students as a subject in schools (Rahmah, 2018).

Education is an important thing for every human being, because with education, humans can develop their potential to achieve welfare in life. The basic demand experienced by the world of education today is improving the quality of learning. Every educational institution strives to be able to produce skilled and intelligent human resources so that it demands the

The study of educational science by the Al-Qur'ān is conveyed in Surah Thaahaa verse 114 as follows:

فَتَعَالَى اللَّهُ الْمُكَلِّفُ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُفْصَى إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

*Meaning: So exalted is Allah, the true King, and do not rush to read the Qur'ān before it is perfected to you and reveal it, and say: "O my Lord, add to me knowledge. (QS. Thaahaa: 114)*

Allah SWT also says in the Al-Qur'ān Surah Mujaadillah Verse 11 as follows:

أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَقْسِمُوا فِي الْمَجَالِسِ فَافْسُحُوا يَفْسِحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انْشُرُوا يَرْفَعَ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ ذَرْجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

*Meaning: "O you who believe, if it is said to you: Be spacious in the assembly", then be spacious, Allah will surely give you space. and when it is said: "Stand up", then stand up, surely Allah will raise those who believe among you and those who have been given knowledge by several degrees. and Allah is All-Knowing of what you do." (Al Mujjadi 11)"*

In relation to the verse above, Imam Ibn Kasir interprets it as follows:

Allah SWT said while educating His faithful servants while ordering them to do good to each other in the assembly. That is because the reward is in accordance with the deeds. Qatadah said, if you are ordered to do good, then you should fulfill it. While Muqatil said: 'If you are ordered to perform prayer, then you should fulfill it'. Do not believe that if one of you gives space to his brother, whether he comes or goes and then he goes out, then it will reduce his rights. In fact, it is an elevation and gain of dignity in the sight of Allah. And Allah SWT does not waste it, even He will give him a reward in this world and in the hereafter. Indeed, those who humble themselves for the sake of Allah, then Allah will raise their status and will glorify their name. He is All-Knowing of those who are entitled to it and those who are not (Katsir, 2004).

Based on the verse above, researchers can explain that there are advantages for people who are knowledgeable, namely that people who are knowledgeable will be elevated in rank by Allah SWT. People who are knowledgeable will be respected by others and given trust. This means that the level of people who are knowledgeable is higher than people who are not knowledgeable. Therefore, to become a knowledgeable person, one must study well and correctly so that the expected results are achieved (Katsir, 2004).

As is known, in educational units, the Al-Qur'an Hadith subject is one of the subjects that is characteristic of the Islamic religion which has a fairly high level of difficulty, even though the Al-Qur'an Hadith is the most important subject in order to enter the gate of Islamic knowledge, the Al-Qur'an Hadith is so important both as a guideline and a guideline for action, so in Madrasahs, Al-Qur'an Hadith education is held so that the next generation does not take the wrong steps (Prioso Susto, 2020). The process of forming students' religious character begins with planning each component related to the learning process of the Qur'an and Hadith including curriculum, syllabus, learning implementation plan, arrangement of the learning environment, subject matter, including learning methods and strategies to form students' religious character according to learning objectives. In making the plan, all teachers and principals are involved in it, this is done so that the process of forming students' character can run optimally (Imansyah, 2020).

However, the formation of religious character is one of the main goals of Islamic education, especially in this modern era which faces various challenges of globalization and modernization. In facing these challenges, Islamic education has a dual role: first, as a religious

character builder that makes the younger generation able to practice religious teachings well and second, as a moderate character builder that makes them able to face differences without feeling threatened or polarized. The religious character in question is a character that is based on a correct understanding of Islamic teachings and the practice of these teachings in everyday life (Amaliyah, 2004). In the context of formal education, learning the Qur'an and Hadith plays a very significant role in instilling these values in students.

In the process of learning the Qur'an and Hadith, the learning methods used are usually lecture and demonstration methods. So there is theory and practice. In religious language, it is said that seeking knowledge without practicing it is like the proverb "Al-ilmu bila Amalin Kasyajarotin Bila Tsamarin" meaning that knowledge that is not practiced is like a tree that does not bear fruit. Likewise, vice versa, deeds that are not accompanied by knowledge are rejected and not accepted (Septicasari, 2004).

However, the reality in the field shows that the quality of learning the Qur'an and Hadith is often not optimal in achieving these goals. The low understanding of students towards the values contained in the Qur'an and Hadith is often an obstacle in forming a strong religious character. The lack of effective teaching methods, limited learning media, and low student motivation are challenges for teachers in implementing quality learning.

In the learning of the Qur'an and Hadith at the junior high school level, it relies heavily on the use of interesting and enjoyable learning methods and strategies for students. Interesting learning will attract children to continue and actively follow the Qur'an and Hadith lessons in class. Based on the observation results, if students are interested in learning, it will be easy to improve student learning outcomes in the Qur'an Hadith subject. In some students, the Qur'an Hadith lesson is considered very boring because they think they can do it with the Qur'an Hadith lesson and the delivery of material using less interesting teaching methods so that indirectly makes students less active and weak in capturing the material. It is common knowledge that all topics related to Islamic education in junior high schools contain verses of the Qur'an. However, in reality there are some students who have difficulty in reading the Qur'an properly and correctly, are less able to apply tajwid and reading of the verses of the Qur'an, and there are even students who are still very unfamiliar with the verses of the Qur'an. Basically, students are unique individuals, who have different physical, psychological and intellectual readiness and abilities. Likewise, in the teaching and learning process, each student has different characteristics. From these factors, it can be seen that the root of the problem in learning is the student's educational environment. Therefore, the character of each student is different because each student is in a different environment.

The next condition that the researcher found was in the learning of the Al-Qur'an Hadith, whereas the expected standard of the Al-Qur'an Hadith subject, in addition to mastering the material, students are expected to be able to explore values, meanings, axioms, ibrah or wisdom, evidence and theories from existing historical facts, so that students can practice the contents contained in the Al-Qur'an Hadith subject matter. The purpose of the Al-Qur'an Hadith material itself will be less than optimal in its achievement because the management of Al-Qur'an Hadith learning is limited to only delivering material using the lecture method, students tend to get historical information only from stories given by the teacher

## METHOD

The research conducted is a qualitative research with a descriptive approach that reveals visible symptoms and seeks facts, especially regarding the problems studied in this study. This research is a field research, namely research that "focuses on a case intensively and in detail regarding the background of the current situation in question" (Margono, 2018). This study also uses a qualitative research type, because its main focus is to explore in depth how the Al-Qur'an Hadis learning strategy is applied and how it affects the formation of religious character. Qualitative research will allow researchers to understand the phenomenon from the perspective of teachers, students, and other stakeholders. Research is conducted in a natural setting and conditions without using engineering, data manipulation, or such techniques. In addition, research is something that develops naturally and is not changed by the researcher. In essence, qualitative research involves observing people in their homes, interacting with

them, and trying to understand how they view the world. The author will utilize the characteristics of qualitative research, namely through observation, documentation, and interviews, to collect accurate data regarding the research object. This research is an empirical research, so the research approach used in this research is a case phenomenology approach, which is an intensive description and analysis of a particular phenomenon or a social such as an individual, group, institution or society. Case studies can be used appropriately in many fields, including detailed investigations in one setting, a single object, a collection of documents or a particular event (Biklen, 1982).

This approach is used to explore the experiences, views, and understandings of teachers, students, and parents regarding the learning of the Qur'an and Hadith and its influence on the formation of religious character. The focus is on the direct experiences of the participants. Researchers are instruments or research tools in qualitative research. Researchers must understand qualitative methodology, interview techniques, and be prepared to enter the research object to ensure the extent to which qualitative research is prepared to conduct further research in the field (Ramadan, 2024).

As for the data analysis using the deductive method. The deductive method is a process from general to specific from theory to examples (Putra et al., 2023). The data is examined using deductive techniques, which start with facts,

## RESULTS AND DISCUSSION

### RESULTS

#### a. Current Condition of the Quality of Al-Qur'an Hadith Learning in Forming the Religious Character of Students at MTs Ma'arif Bumi Baru Way Kanan

MTs Ma'arif Bumi Baru is one of the Islamic educational institutions under the auspices of the Nahdlatul Ulama Ma'arif Education Institution located in Bumi Baru Village, Blambangan Umpu District, Way Kanan Regency. MTs Ma'arif Bumi Baru is an educational institution that uses a madrasah system and has its own characteristics that are different from education in general.

In order to obtain the required data, the researcher conducted interviews with the headmaster, teachers, and several students of MTs Ma'arif Bumi Baru Way Kanan. The researcher chose these informants because they were considered to know about the data the researcher needed regarding the quality of Al-Qur'an Hadīth learning in forming religious characters at MTs Ma'arif Bumi Baru Way Kanan. Learning the Qur'an and Hadith at MTs Ma'arif Bumi Baru Way Kanan is an activity that aims to shape the religious character of students. Learning the Qur'an and Hadith at MTs Ma'arif Bumi Baru Way Kanan is carried out every day, namely by accustoming students to always remember Allah and not forgetting to always adhere to the teachings of the Qur'an and Hadith. The process of religious values is implicitly inserted into it to become a guideline for students in behaving. Some of the religious values contained in learning the Qur'an and Hadith at MTs Ma'arif Bumi Baru can be explained by researchers as follows:

##### 1) Value of Faith

The first informant that the researcher interviewed was Mr. Tumpuk Priosusanto, as the Head of MTs Ma'arif Bumi Baru Way Kanan. Regarding the provision of understanding as a provision for inner strength and strengthening faith, he explained:

In an effort to provide understanding to students, I always advise about the importance of studying the Qur'an and Hadith. I say that the Qur'an will provide intercession on the Day of Judgment to those who are steadfast in preserving and preserving it. Studying the Hadith is a guideline for a Muslim because it contains the teachings and messages of the Prophet Muhammad to his people. So that students are more confident and strengthen their hearts in studying the Qur'an and Hadith, I provide motivation that in addition to receiving intercession from the Qur'an in the afterlife, anyone who studies the Qur'an and Hadith will have their sustenance made easy and all their affairs in the world will be made easy (Prioso Susto, 2025).

**2) Islamic Values**

Regarding the development of students' understanding of sharia, Mr. Tumpuk Priosusanto as the Head of MTs Ma'arif Bumi Baru Way Kanan explained as follows: The learning of the Al-Qur'an Hadīth is then preserved and continues to run until now. Through this learning of the Al-Qur'an Hadīth, teachers who teach can provide an understanding of the contents of the Al-Qur'an and Hadīth, both in the form of laws, ubudiyah and amaliyah. From here, students will gain an increasing understanding of sharia that is in accordance with the Al-Qur'an and Hadīth. Learning the Qur'an and Hadith at MTs Ma'arif Bumi Baru Way Kanan is an effort to provide an understanding of religious values, one of which is in the form of sharia sciences that are in accordance with the contents of the Qur'an and Hadith. This is as stated by Mr. Mustofa as a teacher who explained as follows: Learning the Qur'an and Hadith is carried out as an effort to provide students with provisions on the importance of studying the Qur'an and Hadith and practicing them in everyday life. We consider this important because the Qur'an and Hadith contain sharia guidelines as provisions for a Muslim in living his worldly life (Prioso Susto, 2025).

**3) The Value of Ihsan**

Talking about the understanding of attitudes that a student should have, Mr. Tumpuk Priosusanto as the Head of MTs Ma'arif Bumi Baru Way Kanan explained as follows:

For a student must have a commendable nature and attitude based on good morals with fellow friends, teachers, and with Allah. However, for students today, it is not uncommon for them to only understand that this attitude is only shown to the principal or teacher who teaches them. When dealing with friends or even their parents, they often show attitudes that are not good in the world (Prioso Susto, 2025).

**4) The Value of Piety**

Regarding the issue of piety related to student understanding, the Head of MTs Ma'arif Bumi Baru Way Kanan explained as follows:

I think students' understanding of piety is already understood and can explain. But if the form of piety itself, I am sure the students' understanding still needs guidance. I also see that the teachers have actually provided an understanding to the students. But yes, because there are many people, their understanding is different (Kanan, 2025).

The statement from the Head of MTs Ma'arif Bumi Baru Way Kanan as stated by Mr. Sohibi explained as follows:

As students, their abilities are different, their educational background and family background are also different, so their understanding of piety is also different from their perspective (Shohibi, 2025).

## DISCUSSION

Based on the data description above, the researcher presents the following data analysis of research results regarding strategies for improving the quality of Al-Qur'an Hadīth learning in forming religious character in students of MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency.

- a. The formation of religious character through learning the Qur'an Hadīth in students of MTs Ma'arif Bumi Baru Way Kanan found some data that can be explained as follows: Current Condition of the Quality of Learning the Qur'an Hadīth in Forming the Religious Character of Students at MTs Ma'arif Bumi Baru Way Kanan The learning of the Qur'an Hadīth as described by the researcher above, according to the researcher, has shown good learning quality. The learning activities of the Qur'an Hadīth carried out at MTs Ma'arif Bumi Baru are composed of religious values possessed by all elements and components in the school, both the principal, teachers and especially in students who study the Qur'an Hadīth. Theoretically, there are 5 main values that can make a person successful in achieving their life goals, namely: Character values in relation to God Almighty.

- Character values relate to oneself.
- The character values relate to relationships with others.
- Character values in relation to the environment
- Character values are related to national values.

Character values in relation to God Almighty are religious values. All thoughts, words and actions of a person are always attempted to be based on the values of religious teachings and divinity. This is precisely what is most prioritized by the school in forming the religious character of its students. Religious values like this should be instilled in students and then internalized by each student. The learning of the Al-Qur'an Hadith carried out at MTs Ma'arif Bumi Baru Way Kanan aims to create a generation that has a guideline for life based on the Al-Qur'an Hadīth, training and enhancing spiritual and humanitarian values.

1. Basically, humans such as students in their nature definitely need religious knowledge to organize their lives and achieve happiness in the world and the hereafter. As a guide to life, the Qur'an Hadith is the only guideline and guidance that must be studied and understood by students. In Madrasah education, the Qur'an Hadith is one of the subjects in the Islamic Religious Education group. The subject of Islamic Religious Education itself is a characteristic of the material in the madrasah education curriculum. In the process of learning the Qur'an Hadith, the learning methods used are usually lecture and demonstration methods. So there is theory and practice. In religious language it is said that seeking knowledge without practicing it is like the proverb "Al-ilmu bila Amalin Kasyajarotin Bila Tsamarin" meaning that knowledge that is not practiced is like a tree that does not bear fruit. Likewise, vice versa, deeds that are not accompanied by knowledge are rejected and not accepted. The learning of the Qur'an and Hadith as implemented at MTs Ma'arif Bumi Baru Way Kanan needs to be continuously developed and used as a parameter so that later in the quality that needs to be studied more deeply, it shows the completeness of religious values that can be developed further in order to develop and improve the quality of students who are ready to fight to spread Islam. Based on the data found in the field, it can be explained that students of MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency have participated in activities held at MTs Ma'arif Bumi Baru Way Kanan, especially learning the Qur'an and Hadith. The enthusiasm and passion of the students in participating in the activities are very high. This explains that there is an awareness of the students of MTs Ma'arif Bumi Baru about the importance of understanding and studying religious knowledge, especially about learning the Qur'an and Hadith. Strategies Applied to Improve the Quality of Al-Qur'an Hadith Learning in Forming Religious Character of Students at MTs Ma'arif Bumi Baru Way Kanan, The process of forming students' religious character begins with planning each component related to the Al-Qur'an Hadith learning process including curriculum, syllabus, learning implementation plan, learning environment arrangement, subject matter, including learning methods and strategies to form students' religious character according to learning objectives. In making the planning, all teachers and principals participate in it, this is done so that the process of forming students' character can run optimally.

The next step after careful planning is the implementation of learning, where every activity carried out with students always includes religious character education. In the learning process, teachers play a very important role in developing students' religious character. For this reason, various learning methods and strategies are needed so that they are enjoyable and acceptable to students. The implementation includes role models, habituation, supervision, rewards/punishments and consistency. Habituation is carried out from the beginning to the end of the learning process when in the classroom when under the supervision of subject teachers and supported by the cooperation of all teachers and the principal. Consistency is carried out for every habituation activity and the provision of rewards/punishments for students who carry out or violate previously established regulations. To find out the final results of the learning process, an assessment from the teacher is needed regarding the success of the Al-Qur'an Hadith learning process. Assessments are

**International Journal on Advanced Science, Education, and Religion (IJoASER)** carried out continuously during the learning process and the final assessment is carried out once a week.

Based on the implementation of Al-Qur'an Hadith learning carried out to form students' religious character, several learning methods and strategies are used that are varied and enjoyable and can be accepted by students. The formation of religious character through role models, habits, supervision, rewards/punishments and consistency can be said to be in accordance with the objectives of learning Al-Qur'an Hadith. This character can be seen from the orderly attitude of students, politeness and mutual respect, accustomed to saying greetings and apologies, performing congregational prayers, dhikr and sholawat, disciplined in carrying out prayers before and after learning and reading the Qur'an before the learning process every time they enter the class.

Every activity is certainly inseparable from supporting and inhibiting factors. The inhibiting factors are internal factors that include laziness and lack of self-confidence. As well as external factors, namely the surrounding environment and student relationships. Based on these obstacles, the solution taken by the teacher is to provide motivation to students who experience problems. Providing learning motivation aims to encourage students to want to do activities according to the targets they want to achieve.

The formation of religious character of students who experience obstacles can be solved through learning the Al-Qur'an and Hadith, in accordance with the function of the Al-Qur'an and Hadith subjects in madrasas, including increasing the faith and piety of students in believing in the truth of Islamic teachings that have begun to be implemented in the family environment or previous levels of education. Second, improvement, namely correcting mistakes in the beliefs, understanding, and experiences of Islamic teachings of students in everyday life. Third, prevention, namely to ward off negative things from the environment or other cultures that can endanger students and hinder their development towards a complete Indonesian human being who believes in and fears Allah SWT. And fourth, habituation, namely making the values of the Al-Qur'an and Hadith as instructions and guidelines for students in their daily lives.

## CONCLUSION

Based on the results of the research conducted, it can be concluded that the learning strategy of the Al-Qur'an Hadith at MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency plays an important role in shaping the religious character of students. The strategies applied by the teacher include contextual, integrative, and student-centered approaches. The methods used include lectures, questions and answers, discussions, memorizing verses of the Al-Qur'an and Hadith, and the application of Islamic teaching values in everyday life in the school environment. Learning the Qur'an and Hadith is not only focused on the cognitive aspect, but is also directed at internalizing noble moral values such as honesty, discipline, responsibility, and simplicity. Through religious activities such as congregational prayer, tadarus Al-Qur'an, and commemoration of Islamic holidays, students' religious character is further strengthened and manifested in real daily behavior both at school and outside the school environment.

Thus, the Al-Qur'an Hadīs learning strategy applied at MTs Ma'arif Bumi Baru has proven effective in forming students' religious character, thus creating a young generation that is not only intellectually intelligent, but also has strong morals and spirituality.

## REFERENCES

Bogdan and Biklen, Qualitative Research for Education, An Introduction to Theory and Methods, (Boston: Allyn and Bacon, 1982), p. 54

Ministry of Religion of the Republic of Indonesia, Al-Qur'an and its Translation, (Bandung: Diponegoro, 2020), p. 255

Ministry of Religion of the Republic of Indonesia, Al-Qur'an and its Translation, p. 434

Results of the Interview with Mr. Tumpuk Priosusanto, Head of MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency, Interview Date January 10, 2025.

Results of the Interview with Mr. Tumpuk Priosusanto, Head of MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency, Interview Date January 10, 2025.

Results of the Interview with Mr. Mustofa, Teacher at MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency, Interview Date January 13, 2025.

Results of the Interview with Mr. Tumpuk Priosusanto, Head of MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency, Interview Date January 10, 2025.

Results of the Interview with Mr. Tumpuk Priosusanto, Head of MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency, Interview Date January 10, 2025.

Results of the Interview with Mr. Sohibi, Teacher at MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency, Interview Date January 12, 2025.

Imansyah, "Forming Students' Religious Character Through Al-Qur'an Hadith Learning at MTs Negeri 2 Hulu Sungai Tengah", SAGACIOUS: Scientific Journal of Education and Social Sciences, Vol. 7, No. 1, (July-December 2020), p. 11.

Imam Ibn Kathir, Tafsir Ibn Kathir, trans. M. Abdul Ghoffar, Abdurrahim Mu'thi, Abu Ihsan Al-Atsari, Volume 8, (Bogor: Pustaka Imam Asy-Syafi'i, 2004), p. 88-93.

Imam Ibn Kathir, Tafsir Ibn Kathir, trans. M. Abdul Ghoffar, Abdurrahim Mu'thi, Abu Ihsan Al-Atsari, Volume 8, (Bogor: Pustaka Imam Asy-Syafi'i, 2004), p. 88-93.

Muhammad Sutikno, Resti Septikasari, "Teacher Strategies in Improving the Quality of Al-Qur'an Hadith Learning for Grade 4 at AL-Musthofa Nusa Tenggal Elementary School", Jemari: Journal of Elementary School Education, Vol. 4, No. 2, (89-90).

Moh Ahsanulkhaq, "Forming the Religious Character of Students, p. 22

Millata Zamana and Siti Rahmah, "Teacher Creativity in the Application of the Al-Qur'an Hadith Learning Method at MIN Rukoh Banda Aceh", in Tunas Bangsa Journal, Vol. 5, No. 2, 2018, p. 222

Margono, Educational Research Methodology, (Jakarta: RinekaCipta, 2018), p. 9.

Mugiyono and Sutan Aldi Ramadan, "Understanding the Science of Tajwid to Improve the Ability to Read the Al-Qur'an in Tartil for Class X Students at SMKN 16 Jakarta," Al-Ubudiyyah: Journal of Islamic Education and Studies 5, no. 1 (2024): 58-74, <https://doi.org/10.55623/au.v5i1.265>.

Muhammad Sutikno, Resti Septikasari, "Teacher Strategies in Improving the Quality of Al-Qur'an Hadith Learning for Grade 4 at AL-Musthofa Nusa Tenggal Elementary School", Jemari: Journal of Elementary School Education, Vol. 4, No. 2, (July 2022), pp. 89-90.

Observation at MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency on December 2, 2024.

Observation with Mr. Tumpuk Priosusanto, at MTs Ma'arif Bumi Baru, Blambangan Umpu District, Way Kanan Regency on December 2, 2024

Selvy Yuspitiasari, Amaliyah, "The Role of Islamic Education in Shaping the Character of the Religious and Moderate Young Generation", Abdi Relegia: Journal of Community Service, Vol. 3, No. 2, (December 2024), p. 145.

Yogi Arnaldo Putra et al., "The Influence of Inductive Methods and Deductive Methods on Students' Motor Skills," Wahana Didaktika: Journal of Educational Sciences 21, no. 3 (2023): 545-58, <https://doi.org/10.31851/wahanadidaktika.v21i3.11829>.

---

**Copyright Holder:**

© Muhamad Rouful Hakim (2025).

**First Publication Right:**

© International Journal on Advanced Science, Education, and Religion (IJoASER)

**This article is under:**

