

Research Article

A Study of Hadith Learning in Islamic Boarding Schools

Ali Sati

Institut Agama Islam Negeri Padangsidempuan, Padangsidempuan, Indonesia

Abstract.

The Qur'an and Hadith are the most important aspects of the Muslim communities' lives. Both are the mother of guidance for a Muslim's life. Islamic boarding school (Pesantren) is one place that can spread and provide understanding to the public regarding the Qur'an and Hadith. This study aims to analyze the learning process of Hadith in Musthafawiyah Islamic boarding school. Mustafawiyah Islamic boarding school is one of the oldest boarding schools in Indonesia. This research used a qualitative participatory method. The informants chosen were the teachers who taught at Mustafawiyah boarding schools. Determination of the sample as an informant was done by purposive random sampling technique. The results showed that the learning of hadith was presented by applying various learning methods so that students could understand the learning of the hadith easily. In addition, the selection of teachers from various hadith graduates made Musthafawiyah Islamic boarding school facilitate the learning of traditions especially with professional staff, so that learning objectives could be easily achieved by students. The Hadith learning method used by Mustawawiyah islamic boarding school could be used as an alternative method in teaching Hadith to students.

Keywords: Hadith learning; Islamics; teaching hadith

Corresponding Author: Ali Sati;
email: alisati@
iain-padangsidempuan.ac.id

Published 03 March 2023**Publishing services provided by**
Knowledge E

© authors et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the PVJ-ISHESSH 2021 Conference Committee.

1. Introduction

The learning method in Islamic boarding schools is integrated with conventional learning methods, namely learning methods that are organized according to habits that have been very long used in Islamic boarding schools, institutions, or the original learning methods of Islamic boarding schools, by introducing the methods that are developing in modern society. The application of new methods is also followed with the application of a new system, namely the school system or classic method. The integration of this new learning method is carried out to make students enjoy the learning process presented more, so that the information or material presented is easier for students to understand [1]. Conventional learning tends to be presented in a monotonous way which has an impact on students' lack of interest in learning, while varied learning will tend to increase students' learning interest and it can improve students' learning outcomes [2].

OPEN ACCESS

In fact, the boarding school has a non-classical education and learning system, known as bandungan, sorogan and wetonan. The implementation of education and learning differs from one Islamic boarding school to another, in the sense that there is no uniformity system in the delivery of education and teaching [3],[4], [5]. However, as time passed, the learning system in Islamic boarding schools begin to be integrated with a new learning system, namely a more varied classical system to facilitate learning goals [6].

Learning is an effort made to change individual behavior so that the individual has extensive knowledge, good character, and skills that can help someone solve various daily problems[7], [8]. In practice, the learning process must be presented in varied ways to students so that students do not feel bored with monotonous learning [9]. The use of learning methods is one of the methods used by teachers in the learning process which aims to create a more varied learning process for students so that students are more motivated and learning objectives are easier to achieve [10]. Furthermore, Hattie states that the use of various learning methods can help students improve their learning outcomes [11].

Teachers' professionalism is highly needed to support the implementation of various learning methods to students in the learning process. Professional teachers must have good pedagogic competence [12]. This pedagogic skill will become the teacher's effort to determine the appropriate methods used for teaching students in the learning process. In addition to pedagogic competence, teachers must also have professional competence which means the teacher's ability to master material that is related to their scientific field [13]. This will affect how students understand the material being taught.

Musthafawiyah Islamic boarding school, that is located in Mandailing Natal Regency, North Sumatra, is one of the oldest Islamic boarding schools in Indonesia which implements an integrated education system between conventional and modern methods. The results of the preliminary study showed that the hadith learning was implemented effectively and students could apply hadith learning well in their daily lives. This is certainly a unique thing to pay attention and to explore, so this study focused on investigating how the hadith learning system is in Islamic boarding schools Musthafawiyah so that students can easily achieve learning goals and apply them to their daily lives.

2. Methods

This study used a participatory qualitative approach with a case study research type. The case raised in this study was the students' ability at Musthafawiyah Islamic boarding

school to understand and apply hadith learning to their daily lives. This study involved teachers, students, and leaders of Islamic boarding schools as research informants. The determination of research informants was carried out by using purposive random sampling technique. The determination of the three informants was based on the fact that they were the people who directly involved in the focus of this study.

The data collection techniques of this research were interviews and observation. The data obtained was qualitative data which then analyzed descriptively with the data triangulation technique of Miles & Hubberman [14]. This research procedure consisted of (1) preliminary study; (2) analysis of the results of preliminary studies; (3) planning research; (4) formulating research; (5) compiling instruments; (6) collecting data; (7) analyzing data; and (8) concluding

3. Results and Discussion

The hadith learning at Musthafawiyah Islamic boarding school was implemented effectively. This was proved by the students' learning outcomes that tended to be good and the students' ability to apply hadith materials to their daily life well. The results of interviews with the leaders of Islamic boarding school showed that the success of students in learning hadith can not be separated from the treatment given to the implementation of the learning process. Based on the information obtained from informants, there are three aspects that become the focus of the Islamic boarding school in providing treatment during the learning process, namely the use of various learning methods, recruitment of competent teachers, and students' enthusiasm in learning. This is in accordance with the findings of Lubis who states that various learning will help students increase their learning motivation which in turn helps students achieve and improve learning outcomes [15]. Furthermore, Nurhidayah states that professional teachers can provide a good understanding to students about the material presented [16].

The various learning method is one of the aspects that considered and emphasized in the learning of hadith at the Musthafawiyah Islamic boarding school. The learning methods used tend to involve and link learning material to everyday life. The purpose of selecting this method is to make it easier for students to understand the material being taught because it is raised and connected to their daily lives [17]. Information obtained from research informants, namely teachers, showed that the method used tend to be the same method, lead to derivative strategies for contextual teaching and learning. The use of this method is to bring together and concretize the materials presented to students so that they can easily understand them. The ease with which students understand the

material presented will be directly proportional to the ease with which students achieve learning goals and in the end can improve student learning outcomes [18]. Furthermore, the use of this contextual method can increase students' motivation. This is confirmed from the results of interviews with students and the results of observations during learning. Students said that they are more enthusiastic in participating the learning and they get easier to understand learning material related to the context of everyday life than only explained by the lectures' method [19]. This is in line with the findings of Mackinnon which states that integrating the material taught with the context of students' daily lives will increase their enthusiasm for learning. The results of the observations also confirmed that the use of this contextual method helps students to be happy and motivated to follow the learning which can be seen from students' enthusiasm in asking questions to explore the material and answering questions that show their understanding toward the material.

The second aspect that becomes the focus in developing learning at the Musthafawiyah Islamic boarding school is the recruitment of competent teachers. Competent means having professional abilities, mastering the clusters of knowledge in the field, having good pedagogic skills, having a good attitude, and having good social abilities. This is in accordance with the opinion of Hattie & Donoghue which shows that in order to achieve learning goals and obtain maximum learning outcomes, teachers must have four competencies, namely professionalism, pedagogy, personality, and social attitudes [11]. Based on information from the Islamic boarding school leadership as one of the informants of this study, the recruitment of educators at the Musthafawiyah Islamic boarding school is indeed very strict and not arbitrary. The selected educators must have good competence. The first competence assessed is the teacher's ability to master the knowledge clusters in their field. For example, when recruiting educators for Hadith teachers, the leadership and selection committee conduct a very strict selection of teachers' mastery of hadith science with various kinds of appropriate tests to measure this ability. Many candidates fail in this first stage because the selection committee considers that some prospective educators have not mastered the science as expected. The leadership considered that mastery of this knowledge is very important because it will be the main asset that the teacher would use in delivering material during learning. This is in accordance with the opinion of Opfer & Pedder which states that teacher mastery of the material being taught is the most important thing before carrying out the learning process [20].

In addition to professional skills in mastering science, teachers or educators who will enter Mustafawiyah Islamic boarding school must have pedagogic competence.

This aims to determine and measure how skilled prospective teachers or educators are in managing a learning process. Teachers must have skills in managing learning to facilitate the achievement of learning objectives [21]. In practice, prospective teachers are tested to carry out the process of direct learning in class (real teaching), then the assessment team begins to assess the prospective teacher's pedagogic abilities. The result will be selected teachers who are competent in managing a Hadith lesson.

The next ability measured in prospective teachers at Musthafawiyah Islamic boarding school is personality and social competence. The process to measure the attitudes and social abilities of prospective teachers is carried out at the last stage and it is the most unique way. The uniqueness is seen from the fact that social ability is measured the longest, which is 6 to 12 months. Prospective teachers who pass at the professional and pedagogic ability stage will then carry out a trial period of 6 to 12 months. During this trial period, prospective teachers will pay attention to their social attitudes and abilities. Personality abilities include the attitude and character of the teacher. The teacher must have good attitude and character because the teacher will become an example for students. The formation of student attitudes and character must start from the attitude and character of a good teacher [2]. Furthermore, a good teacher's attitude will help students to strengthen their mentality in carrying out the learning process [22]. Social abilities are the next ability that must be possessed by prospective teachers or educators at Musthafawiyah Islamic boarding school. Social abilities that are reviewed are the ability of teachers to interact socially with superiors, colleagues, and students in Musthafawiyah Islamic boarding school. A good teacher's social skills can get students' sympathy for their teachers [23].

Another factor supporting the effectiveness of learning Hadith at Musthafawiyah is the enthusiasm of the students. Based on the results of interviews with hadith teachers, students at Musthafawiyah Islamic boarding school are very enthusiastic in participating in the hadith learning process in particular. This was evidenced by the attendance rate per semester almost reached 95%. The results of the interview were confirmed by observations which showed that students were almost never late to class in participating Hadith learning process. The results of interviews with students showed that the students were enthusiastic in participating in the Hadith learning due to several things, including the various methods used by the teachers that make students feel happy in participating in the learning process. Another reason that is obtained is the students' awareness that Hadith is part of the main guide in living. Student motivation is very important to be improved in the learning process so that learning objectives can be achieved and learning outcomes can be improved [16], [24].

4. Conclusions

This study found that the Musthafawiyah Islamic Boarding School is one of the educational institutions that has succeeded in teaching Hadith to its students. This can be seen from the students' good learning outcomes and the students' ability to apply hadith in everyday life. This success is due to 3 factors, namely (1) learning methods; (2) competent teachers; (3) enthusiastic students. This research is only at the stage of deepening the application of hadith learning in Musthafawiyah Islamic boarding schools. It is necessary to conduct further research to test the accuracy and validity of the results of this study through research with an experimental approach.

References

- [1] Lubis AH. Upaya peningkatan hasil belajar siswa sekolah dasar melalui model cooperative learning tipe numbered heads together. *FORUM PAEDAGOGIK*. 2019;11(2): doi: 10.24952/paedagogik.v11i2.2268.
- [2] Lubis AH, Dasopang MD. Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*. 2020;5(6): doi: 10.17977/jptpp.v5i6.13613.
- [3] Junaidi K. Sistem pendidikan pondok pesantren di Indonesia (Suatu kajian sistem kurikulum di pondok pesantren lirboyo). *Istawa: Jurnal Pendidikan Islam*. 2017;2(1): doi: 10.24269/ijpi.v2i1.364.
- [4] Putro AAY, Suyanto, Suryono Y. New tradition of pesantren in character education. *J. Phys.: Conf. Ser.* 2019;1254:012002. doi: 10.1088/1742-6596/1254/1/012002.
- [5] Adiwisastro MF, Mulyani YS, Alawiyah T, Wibisono T, Iskandar ID, Purnia DS. Implementation of the lab rotation model in blended learning based on student perspectives. *J. Phys.: Conf. Ser.* 2020;1641:012038. doi: 10.1088/1742-6596/1641/1/012038.
- [6] Astuti SA. Transformasi pendidikan di pesantren abad 21. *Tarbawiyah: Jurnal Ilmiah Pendidikan*. 2019;3(2): doi: 10.32332/tarbawiyah.v3i2.1778.
- [7] Santrock JW. *Educational psychology*. New York: McGraw-hill companies; 2011.
- [8] Wolfolk A. *Educational psychology*. Boston: Pearson Education Inc; 2016.
- [9] Schunk DH. *Learning theories: An educational perspective*. Boston: Pearson; 2012.
- [10] Kalelkar C. Classroom. *Reson*. 2017;22(7):697–703. doi: 10.1007/s12045-017-0513-y.
- [11] Hattie JAC, Donoghue GM. Learning strategies: A synthesis and conceptual model. *NPJ Science of Learning*. 2016;1(1). doi: 10.1038/npjscilearn.2016.13.

- [12] Judd C. Educational psychology. London: Routledge; 2012.
- [13] Pitt D. The future of the environment. London: Routledge; 2013.
- [14] Miles MB, Huberman AM. Qualitative data analysis: An expanded sourcebook. London: SAGE; 1994.
- [15] Lubis MA. Effective implementation of the integrated Islamic education. GJAT. 2015;5(1):59–68. doi: 10.7187/GJAT792015.05.01.
- [16] Nurhidayah DA. Pengaruh motivasi berprestasi dan gaya belajar terhadap prestasi belajar siswa pada mata pelajaran matematika SMP. Jurnal Dimensi Pendidikan dan Pembelajaran. 2016;3(2):. doi: 10.24269/dpp.v3i2.83.
- [17] Satriani I, Emilia E, Gunawan MH. Contextual teaching and learning approach to teaching writing. Indonesian Journal of Applied Linguistics. 2(1):10–22. doi: <https://doi.org/10.17509/ijal.v2i1.70>.
- [18] Rahman H. Integrated character education in social sciences with contextual teaching and learning approach. The New Educational Review. 2017;48(2).
- [19] Mackinnon T. Contextual learning: Communities of practice and situational experience in design studios. The International Journal of the Arts in Society: Annual Review. 2010;5(4):225–232. doi: 10.18848/1833-1866/CGP/v05i04/35881.
- [20] Opfer VD, Pedder D. Conceptualizing teacher professional learning. Review of Educational Research. 2011;81(3):376–407. doi: 10.3102/0034654311413609.
- [21] Mawardi D, Supadi S. Concentration on learning program development in Islamic education. Al-Hayat: Journal of Islamic Education. 2018;2(2): doi: 10.35723/ajie.v2i2.35.
- [22] Dasopang MD, Erawadi, Sati A, Lubis AA, Hasibuan H. Analysis of students' mental health after terror cases in Indonesia. Systematic Reviews in Pharmacy. 2020;11(2):939–943. doi: <https://www.sysrevpharm.org/?mno=23341>.
- [23] Ambarsari W. Penerapan pembelajaran inkuiri terbimbing terhadap keterampilan proses sains dasar pada pelajaran biologi siswa kelas VIII SMP negeri 7 surakarta. 2021. Available from: <https://digilib.uns.ac.id/dokumen/26992/Penerapan-Pembelajaran-Inkuiri-Terbimbing-Terhadap-Keterampilan-Proses-Sains-Dasar-Pada-Pelajaran-Biologi-Siswa-Kelas-VIII-SMP-Negeri-7-Surakarta>.
- [24] Schunk DH. Self-efficacy and academic motivation. Educational Psychologist. 1991;26(3–4):207–231. doi: 10.1080/00461520.1991.9653133.