Al-Quran Hadith Learning Design in Facing the Era 5.0

Ritman Hendra [1]; Yenni Rahman[2]; Iis Humaeroh[3]; Niimmasubhani[4]; Afif Alfiyanto[5]

[1]Institut Agama Islam Negeri Batusangkar, Indonesia
[24]STAI Darul Quran Payakumbuh Sumatera Barat, Indonesia
[3]Institut Agama Islam Az-Zaytun Indonesia, Indonesia
[5]Universitas Islam Negeri Raden Fatah Palembang, Indonesia
[1]*Contributor Email:* ritman.mpi2021@gmail.com

Abstract

Al-Quran Hadith is one of the subjects in the Islamic Religious Education (PAI) and Arabic language. This subject is important to learn without reducing the importance of other subjects that are still in the same family or other general subjects being taught. This article aims to provide strategies for finding appropriate and relevant patterns related to the development of science and technology; times have changed towards the era of society 5.0. Changing is a strategy used by the tutors of Al-Quran Hadith subjects while continuing to update their knowledge to deal with changes, which changes cannot be restrained and inhibited. So that students have the stimulation to study the Al-Quran Hadith to encourage them to be individuals who give benefits to themselves, their families and society. Many cases in this country can be minimized through students' understanding of the Al-Qur'an and Hadith. This research was library research and used a descriptive qualitative approach. The data were collected through various articles and relevant books. A descriptive analysis was carried out and conclusions were made. The result of this article showed a strategy that must be owned by educators was adapting to the times they are facing, especially the subjects of the Al-Quran and Hadith as the main guidance for Muslims.

Keywords: *Al-Quran Hadith, Learning Strategy, and Society Era 5.0.*

Abstrak

Al-Quran Hadits salah satu mata pelajaran pada rumpun Pendidikan Agama Islam (PAI) dan Bahasa Arab. Mata pelajaran ini menjadi penting dipelajari tanpa mengurangi arti penting terhadap mata pelajaran lain yang masih satu rumpun atau pun mata pelajaran umum lain yang di ajarkan. Artikel ini bertujuan memberikan strategi dalam menemukan pola-pola yang tepat dan relevan terkait dengan perkembangan ilmu pengetahuan dan teknologi, masa pun sudah berubah menuju era society 5.0. Perubahan itu strategi yang digunakan oleh pengampu mata pelajaran al-Quran Hadits, tetap terus meng-update keilmuannya untuk menghadapi perubahan, yang mana perubahan itu tidak bisa ditahan dan dihambat. Sehingga peserta didik memiliki rangsangan untuk mempelajari al-Quran Hadits untuk menjadikan mereka menjadi orang-orang memberikan mashlahat terhadap dirinya, keluarga dan masyarakat banyak, kasus demi kasus yang ada di negeri ini dapat diminimalisir melalui pemahaman peserta didik terhadap al-Quran dan Hadis. Penelitian dalam bentuk library research dengan menggunakan pendekatan kualitatif deskriptif, dan teknik mengumpulkan data melalui berbagai artikel dan buku-buku yang relevan. Selanjutnya dilakukan analisis diskriptif dan terakhir dibuat kesimpulan. Hasil dari artikel ini adalah sebuah strategi wajib dimiliki oleh pendidik yang disesuaikan dengan perkembangan zaman yang dihadapi, apalagi mata pelajaran al-Quran Hadits sebagai pedoman utama umat Islam.

Kata Kunci: Al-Quran Hadis, Era Society 5.0, dan Strategi Pembelajaran.

A. Introduction

Al-Quran and Hadith (The reports of the sayings or actions of Prophet Muhammad) are the main guidance for Muslims are believed in their authenticity and they are guidance for those who believe as mentioned in verse QS. Al-Baqarah/2:2, (Julhadi, 2022):

ذَٰلِكَ ٱلْكِتَٰبُ لَا رَيْبَ ۛ فِيهِ ۛ هُدًى لِّلْمُتَّقِينَ ٢

"This is the Quran in which there is no doubt whatsoever, as a guide for those who truly have piety."

Al-Quran and Hadith roles as the foundation of all human needs in life, including the issue of education, the Prophet SAW said (Siti, 2020):

إقرؤوا القرأن فإنه يأتى لوم القيامة شفيعا لأصحبه.

"Read the Quran, then indeed he will come on the Day of Resurrection to intercede for those who make him a friend (read, understand and practice)." (HR. Muslim, from Abu Umamah Al-Bahili)

In the *Hadith* of Jabir, the Prophet SAW said (Haidir, 2012):

إقرؤوا القرأن وابتغوا به وجه الله تعالى من قبل أن يأتي قوم يقيمونه إقامة القدح يتمجلونه و لا يتأجلونه.

"Read the Quran and seek the glory of God, before a group of people/nations come to you whose work is only reprehensible and haste in working regardless of the consequences". (HR. Abu Daud)

The teachings contained in the Holy Quran and Hadith have a special influence on all Muslims, including verses and hadiths that have been used as the basis for developing learning strategies in the subjects of the Quran Hadith. Quran as guidance for Muslims is also used as an approach and strategy to teach students to face the developed era. The current development of science and technology towards the era of society 5.0, *Al-Quran and Hadith* taught to students as a subject provided appropriate, creative, and innovative progress that contribute to protecting students from things that hinder them from the values of the *Qur'an and Hadith.* In this discussion, the author will contribute toward thoughts regarding the

importance of a strategy in the subjects of *Al-Quran Hadith* in the era of society 5.0.

B. Method

This research was library research and used qualitative methods. Data were collected through various journals, books, and relevant laws and regulations. A descriptive analysis approach was applied to analyze the data, which was then described analytically and the conclusion was made.

C. Result and Discussion

The era of society 0.5 continues to change and progress. Therefore, Islamic educational institutions will also need to develop and determine their respective fates, whether they participate or are static so that their existence is threatened. So that the institution remains in a safe position to generate students who are reliable and needed by the times. Thus, improving and updating the competence of all human resources are the most important parts to be empowered, including educators who mobilize their strategies and abilities to contribute to the subjects of Al-Quran Hadith.

To be able to understand the need for strategies for human resources comprehensively, including educators, then the discussion will begin on the following issues:

1. Understanding Learning Strategies

Learning Strategy consists of two words, strategy and learning. Etymologically it comes from Latin *Bahaa,* namely strategic which means a plan to realize a goal. According to terminology, strategy is a set of plans in which various arts, techniques, and certain measurable patterns function as the resources in realizing the intended goals (Seknun, 2013). Meanwhile, language learning is known as "teaching", the equivalent in English is instructional which means there is an interaction between various aspects in achieving learning objectives. Learning in terms of the use of resources and abilities is carried out both independently and in groups by involving various supporting factors to achieve learning objectives (Ananda & Abdillah, 2018).

In other terms, learning is an effort that is made by someone consciously and has a mature plan in realizing students with noble character, strong in religion, good personality, skilled, and able to control themselves (Ahyar, 2018). Learning strategies are patterns developed by educators for their learning by looking at the personality of students, the school environment with a set of visions and missions, and paying attention to the

internal and external environment to achieve learning goals (Liansari & Rahmania Sri Untari, 2020).

The strategy in learning is the most important part of achieving educational goals, of course, there is a selection of appropriate patterns and techniques used by each subject, it may be different and vary from one another and can also be the same. In essence, learning strategies are tricks carried out by subjects or educators in achieving learning goals (Suhendro, 2020).

The use of strategies in the learning process is an effort to accelerate the transfer of knowledge to students. Not only the transfer of knowledge, but the active involvement of students in learning from all aspects is also a concern in implementing strategies so that learning runs effectively and efficiently (Syaparuddin et al., 2020).

2. Types of Learning Strategies

In general, there are three categories of learning strategies, as described below (Mulyono & Ismail Suardi Wekke, 2018):

a. Learning Organization Strategy

The learning organization strategy was seen from the learning content, which was part of the strategy structure, this type can be divided into two types, namely:

1) Micro includes concepts, procedures, and principles of learning content.
2) The macro includes selecting, organizing, synthesizing, and summarizing learning content.

b. Learning Delivery Strategy

The learning delivery strategy is divided into two types, namely:

1) Educators deliver learning materials to students.
2) Educators prepare tools or materials needed by students as the learning process goes on.

c. Learning Management Strategy

In the learning management strategy, there are at least three important aspects to achieving learning objectives, namely:

1) There is structured scheduling in learning, both in terms of material, assignments, exercises and enrichment.
2) Making notes on students learning progress.
3) Motivating students and encouraging their enthusiasm to take part in learning.

3. Elements of Learning Strategy

The elements of learning strategies can be divided into four aspects, as explained below:

a. Educators can determine the peculiarities and characteristics of learning.

b. Educators can take priority options in carrying out the learning framework by looking at effectiveness and efficiency.

c. Educators can choose the right path by using measurable and tested methods and mechanisms in the learning process.

d. Educators provide a minimum standard of success for students.

4. Components of Learning Strategy

In general, the components that are commonly used and applied by teachers or educators in delivering teaching materials to students involve: (Arif & Yanawati, 2018):

a. Pra Introduction

In carrying out learning strategies, educators need to understand students before entering into starting learning activities through observation of all classrooms including observing the readiness of all students. Why is the pre-preliminary activity important for educators to do, there is the beginning of the strategy that will be used in the learning process. When you have obtained the results of a comprehensive observation of all the components in the classroom, the time needs are conditioned according to the circumstances that occur, and then proceed to the introduction of learning.

b. Introduction

In the introduction, an educator can provide fascinating and attractive subjects being taught, so that students will follow perfectly all learning activities.

c. Material Delivery

Educators can develop attractive materials for students to adapt to the development of science and technology. all materials are sourced from the provisions of the existing curriculum, innovation and creativity of educators make learning comfortable so that the objectives of learning will be achieved. Making students comfortable in transferring material will produce good results.

d. Student Engagement

After transferring material to students, the most important thing is the reciprocity between educators and students, namely the activeness of students in following the learning process. Being active is not just having questions, answers, and responses for all students who take part in the learning process, but being able to make the subject matter an embodiment

of the values being taught, as in the subjects of the Koran and Hadith, students can make -Quran and Hadith as a culture that remains sustainable in its personality and can have a positive influence on families, communities and nations.

e. Exercise

Educators have a collection of material in the form of assignments, and exercises, which aims so that all students continue to hone their cognitive, psychomotor, and affective abilities. Assignments, exercises, and the like are made by educators to increase the independence of subjects. There is also an attitude of being honest, trustworthy, thorough, careful, and good at using time well.

f. *Follow Up*

The most important part carried out by educators is following up on all the learning processes carried out at the meeting, so that they can see the learning development of students, it is better here, educators make a control book for each student, through the book it can reinforce students who are still low and is in the mastery of the material and following the learning process. This is done continuously by educators so that the final goal of the learning process according to the National Education System Number 20 of 2003 can be achieved perfectly.

5. Factors to consider in making learning strategies

In determining a strategy that will be implemented in *al-Quran Hadith* subjects in particular and subjects in general, it is necessary to pay attention to the following factors (Haidir, 2012):

a. An educator needs to pay attention to the goals to be achieved from the subjects being taught.

b. An educator knows comprehensively from students who learn.

c. An educator needs to understand the right and relevant sources as well as the support from the facilities available from educational institutions.

d. An educator understands exactly the characteristics of the technique used and the method of distributing the learning process to achieve the objectives of the education.

6. The principles used in learning strategies

In choosing a learning strategy for an educator, it is very important to pay attention to the model used in delivering learning materials to students. There are four principles to be considered by educators in spurring the achievement of student learning outcomes, as follows (Suriansyah et al., 2014):

a. The main principle is the purpose of learning. This is the most important thing that every subject teacher pays attention to, especially according to the study in this discussion on the subjects of the Holy Qur'an and Hadith. Educators or teaching staff understand the objectives of the lessons being taught.

b. The next principle is activities in learning. This is also the same as action in carrying out the learning process to achieve the expected educational goals. In this activity, an educator learns well what needs and what strategies to use, so that the learning outcomes can be optimal. The role of educators is the main key to achieving the goals through appropriate and complete strategies.

c. Personal principles, that is, educators have a separate concept in developing learning strategies that exist within themselves which are integrated by observing the development of students. All of these are developed independently that do not violate a set of existing rules.

d. The principle of integration, that is, educators already have a series of methods, concepts, and strategies developed in achieving the competence of each student through the subjects taught. This integration includes cognitive, psychomotor, and effective.

7. The classification of learning method.

To achieve the learning strategies, it is necessary to pay attention to the methods used in the learning process, as described below (Haidir, 2012):

a. Expositive strategy (expositive strategies)

In this strategy every educator needs to pay attention to the following things:

1) Educators in presenting subject matter both theory and practice are carried out by demonstration (delivering in general in front of the class according to material limits)

2) If there are obstacles during the presentation, both in terms of students' acceptance and comprehension, if repetition is needed, repetition will be carried out according to the available time, even in the division of time an educator has taken it into account during the learning process.

3) If there are difficulties in presenting the material and other aspects that can hinder the learning process appeared, the best solution will be found. Thus, the learning process and acceptance of learning from students are effective and presented thoroughly. However, when a solution has not been found, educators should prepare themselves to face the difficulties, by understanding the material that will be delivered in the learning process.

4) In presenting the material appropriately and thoroughly without any obstacles, some important aspects must be considered and prepared by educators to achieve educational goals.

b. Experiential learning method strategy (experiential strategies).

In this strategy, every educator needs to pay attention to the following things:

1) Educators require to provide opportunities for students to strengthen their skills in learning to see to achieve educational goals.

2) The implementation of the law of causality in learning strategies is important to measure competencies obtained by students from the learning process.

3) Educators carry out continuous mentoring of students to help them to improve their skills, especially to face the era of society 5.0. If there are obstacles appeared during mentoring, the creativity of educators is needed to increase students' understanding.

4) Information is constantly changing and achieving progress in various fields. The implantation of information and supporting factors for achieving educational goals are widely open for students to develop. Therefore, the learning occurred according to shared expectations.

8. Strategy for Learning Al-Quran Hadith in the era of Society 5.0

Based on the description of the definition, types, elements, components, factors, principles, and methods of learning strategies, then in developing strategies in Al-Quran Hadith subjects specifically can also be developed by other subjects both public and religious.

Al-Quran Hadith learning strategies are closely related to the learning strategies carried out by the Prophet Muhammad SAW in educating people through the two guidelines that the people adhere to both. Certainly, they will not get astray in their lives. As the Prophet SAW said, which means: "*I leave two things to you, if you hold on to them you will not get astray forever*" (Narrated by Bukhari). This considers a motivation to create strategies to develop a comfortable learning atmosphere to learn Alquran Hadith (Budiyanto, 2020).

At the time of the Prophet SAW, the generation of companions and the generation of thabi`in have long passed. These three generations of *ummah* need to be observed by educators on the subject of *Al-Quran Hadith*. As the Prophet said which means: "*the best people are my generation (Prophet SAW), the generation after me (friends), and the generation after that (thabi`in)*" (HR. Bukhari) (Nasution & Hasbi, 2018).

Al-Quran Hadith's learning strategy in the era of society 5.0 does not hinder the basic concepts that have been developed. It is just that educators adjust to the progress of science and technology that occurs, so the method used remains the concept that already exists in the Qur'an and Hadith, as has been taught by the Prophet Muhammad SAW, thus to implement learning strategies through the following principles (Bunyamin, 2017):

a. The principle of wisdom is to invite students to the religion of Allah in a gentle way. In this way, students will be able to easily accept the material, and then the educational goals will be achieved.

b. The principle of *Mau'izhatil Hashanah* is the process of transferring material that has value and is easily understood by students. Here the emphasis is on the sincerity of educators in providing knowledge to students, asuyuti gives the meaning of "*mau`idah*" with gentle words that contain various benefits for learning", in simple terms, educators in conveying material to students can touch and permeate them. his heart.

c. The principle of *jadal*, is that in the learning process, the discussion is the most important part of finding and developing skills for each student. To discuss the finding of truth that is in the learning process. *Jadal* stages process the mind and heart so that students are independent in learning. In the *mujdah* it is still accompanied by educators as supervision and finally as a reinforcement of the discussion of the material.

The above principles of learning strategies in the era of society 5.0, can be implemented in the teaching of al-Quran Hadith. It is not closed to the possibility of being an *i`tibar* (lesson) for other subjects.

Choosing and determining the learning strategy of the Quran Hadith learning in the 5.0 era can be seen in the following graphs:
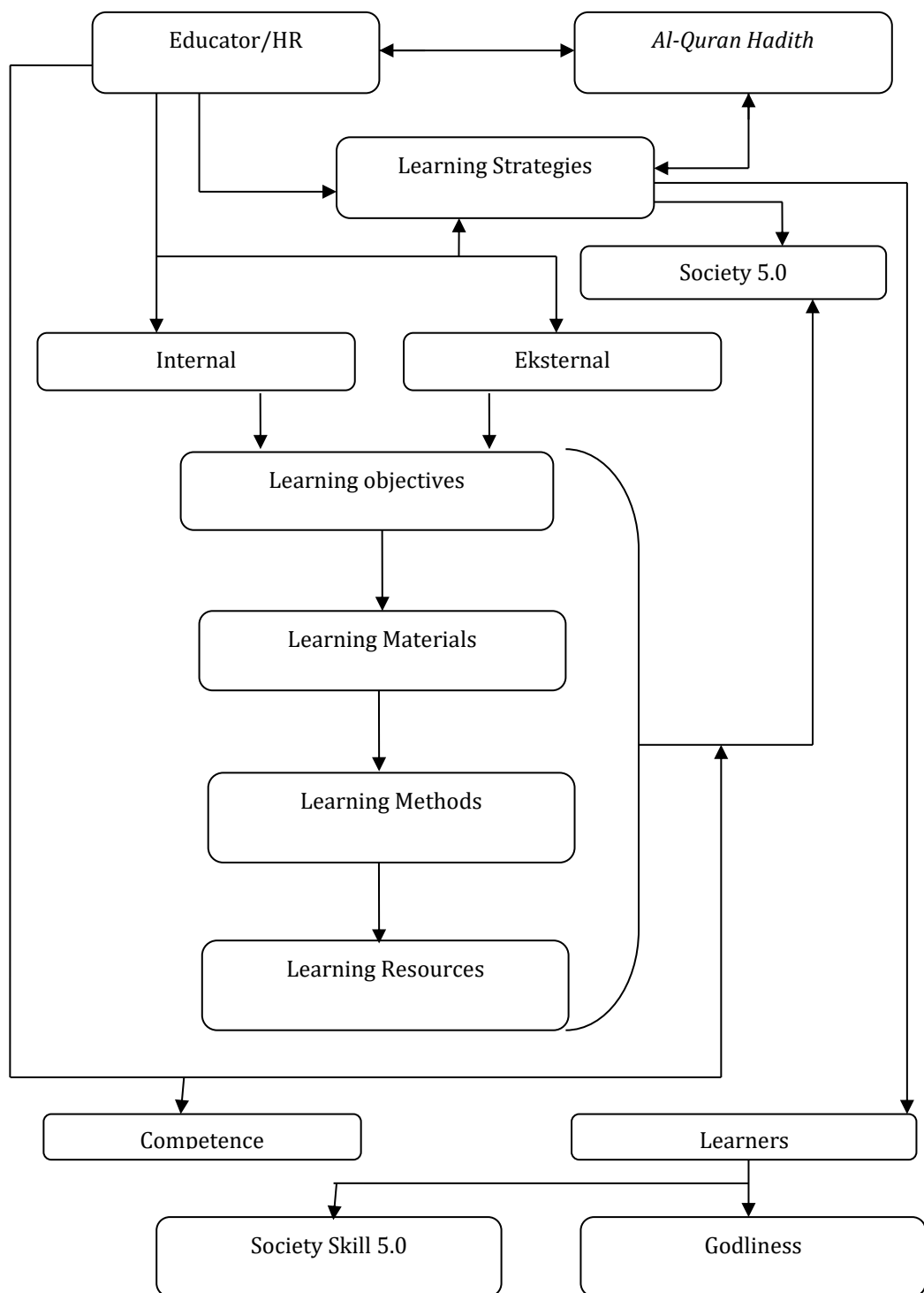
```
┌──────────────────┐                    ┌──────────────────┐
│   Educator/HR    │◄──────────────────►│ Al-Quran Hadith  │
└──────────────────┘                    └──────────────────┘

              ┌────────────────────────┐
              │  Learning Strategies   │
              └────────────────────────┘

                                        ┌──────────────────┐
                                        │   Society 5.0    │
                                        └──────────────────┘

  ┌──────────────────┐        ┌──────────────────┐
  │    Internal      │        │    Eksternal     │
  └──────────────────┘        └──────────────────┘

              ┌────────────────────────┐
              │   Learning objectives  │
              └────────────────────────┘

              ┌────────────────────────┐
              │   Learning Materials   │
              └────────────────────────┘

              ┌────────────────────────┐
              │   Learning Methods     │
              └────────────────────────┘

              ┌────────────────────────┐
              │   Learning Resources   │
              └────────────────────────┘

  ┌──────────────────┐        ┌──────────────────┐
  │   Competence     │        │    Learners      │
  └──────────────────┘        └──────────────────┘

  ┌──────────────────┐        ┌──────────────────┐
  │ Society Skill 5.0│        │    Godliness     │
  └──────────────────┘        └──────────────────┘
```

Figure 1. The learning strategy of the Quran Hadith learning in the 5.0 era

E. Conclusion

Learning strategies are needed in every subject, including in the learning of the Al-Quran Hadith subject. There is a strategy that forms the basis to improve students' understanding and skills during an advanced era in all respects. The faster the shift and the mass progress, a person arrives in the 5.0 society, where life is measured, how capable someone uses technology as a tool to increase and spur global competition. Thus, strategy becomes an important aspect in every learning process to achieve learning objectives.

Learning objectives will be achieved amid a life that is so complex its influence, both influences derive from the educational institutions themselves and others. Various methods are significant to be applied to overcome negative influences that affect the educational order. The mat also affects learners' personalities. Therefore, efforts made by educators as those who facilitate education and learning, determine and choose strategies that are relevant to the needs of the times faced by making *i`tibar* towards previous patterns, are they still in sync with the strategies that will be used especially the Quran Hadith subject.

Each strategy has its strength and weaknesses, depending on the competencies possessed by educators. It is important to note that the components of the learning strategy can be formulated as follows: Preliminary activities, through the following steps:

a. Educators explain the objectives to achieve in each subject, including the subjects of the Al-Quran Hadith which are the object of study. It aims at improving students' character of students.

b. Indicators relate the student's knowledge at the elementary school level or even while studying in a Qur'an education to encourage the development of teaching materials.

1. Information delivery activities. In this case, the teacher informs the learning contract during learning from beginning to end. What are the principles, concepts, and rules so that the learning process goes well?

2. The participation of students in the learning process is important because the involvement of students can encourage the emergence of various experiences and later can create supporting strategies for achieving learning objectives.

3. Evaluation activities and points are the determinants and measurements of the success of students in the learning process. Some educators implement them in two forms, both at the pretest and also at the posttest, before and after learning.

4. Follow-up activities, in this aspect as only a follow-up of all the results that have been obtained from test/evaluation activities. Students who have weaknesses in several aspects of learning will do independent assignments and other additional tasks to identify weaknesses they encountered in the evaluation process.

In the era of the 5.0 era learning strategy, educators always develop their competencies to adapt to the development of the times they face so that the expected goals of the Al-Quran Hadith learning strategy can be achieved.

References

Ahyar. (2018). Desain Inovasi Manajemen Pembelajaran. In M. Thohri (Ed.), *Sanabil*. Sanabil.

Ananda, R., & Abdillah. (2018). *Pembelajaran Terpadu Karakteristik, Landasan, Fungsi, Prinsip Dan Model*. LPPPI.

Arif, S., & Yanawati. (2018). *Pengantar Desain Pembelajaran*.

Budiyanto. (2020). Sikap Ilmiah Terhadap Urgensi Hadis Dalam Pendidikan

Agama Islam. *Al-Bayan: Jurnal Ilmu Al-Quran Dan Hadis*, *3*(1), 34–46.

Bunyamin. (2017). *Implementasi Strategi Pembelajaran Nabi Muhammad SAW*.

Haidir, S. (2012). *Strategi Pembelajaran Suatu Pendekatan Bagaimana Meningkatkan Kegiatan Belajar Siswa Secara Transformatif by Haidir Salim (z-lib.org) (1)* (p. 1).

Julhadi. (2022). Isyarat-Isyarat Pendidikan Dalam Al-Quran. *Jurnal Studii Pemikiran, Risest Dan Pengembangan Pendidikan Islam*, *10*(1).

Liansari, V., & Rahmania Sri Untari. (2020). *Buku Ajar Strategi Pembelajaran* (V. Rezania (ed.)). UMSIDA Press.

Mulyono, & Ismail Suardi Wekke. (2018). Strategi Pembelajaran di Abad Digital. In *Gastronomía ecuatoriana y turismo local.* (Vol. 1, Issue 69). Gawe buku.

Nasution, I., & Hasbi, R. (2018). Hadis "Khair Al-Qurun" Dan Perubahan Sosial Dalam Dinamika Hukum. *Jurnal Ushuluddin*, *26*(1), 69. https://doi.org/10.24014/jush.v26i1.4042

Seknun, M. F. (2013). Strategi Pembelajaran. In *Biosel: Biology Science and Education* (Vol. 2, Issue 2). Perdana Publishing. https://doi.org/10.33477/bs.v2i2.376

Siti, A. (2020). Literasi Al-Qur'an dalam Mempertahankan Survivalitas Spritulitas Umat. *Jurnal Keislaman Dan Kemasyarakatan*, *4*(1).

Suhendro, E. (2020). Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, *5*(3), 133–140. https://doi.org/10.14421/jga.2020.53-05

Suriansyah, A., Aslamiah, Sulaiman, & Noorhafizah. (2014). *Strategi Pembelajaran*. RajaGrafindo.

Syaparuddin, S., Meldianus, M., & Elihami, E. (2020). Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar PKn Peserta Didik. *Pendidikan Guru Sekolah Dasar*, *2*(1), 31–42.