

Analysis of the Implementation and Achievement of Al-Qur'an Hadith Education at Madrasah Ibtidaiyah Al-Bhasirah Makassar

Ismail¹, Fitrah Ramadhan², Al Magvira³, Isnaini Indah Maulida⁴, Yudi Try Putra⁵, Rosika Indri Karadona⁶, Rahmawati⁷

¹⁻⁶Sekolah Tinggi Agama Islam Al-Furqan Makassar

⁷Universitas Negeri Makassar

*Corresponding author: rahma@unm.ac.id

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ABSTRACT

The main focus of this research is to examine the alignment between teaching practices and curriculum objectives, the role of teachers in the learning process, student engagement, and academic achievement based on the Minimum Competency Criteria (KKM). This study employs a descriptive qualitative approach through classroom observations, interviews with teachers and students, and document analysis. The results indicate that the implementation of Al-Qur'an Hadith learning at MI Al-Bhasirah is carried out in a structured manner, following clear phases of learning (introduction, core, and closing). Although most students (82%) scored above the KKM threshold, the learning process remains dominated by lecture-based methods and lacks the use of engaging instructional media. This has resulted in low student engagement and limited contextual understanding of the content of the Qur'anic verses and Hadiths. Routine *muraja'ah* has proven effective in reinforcing memorization, but the understanding and application of Islamic values in daily life still need to be strengthened. The findings of this study recommend the need for innovation in teaching methods and media, particularly those based on technology and contextual approaches, to improve learning effectiveness. The use of instructional videos, group discussions, case studies, and parental involvement can serve as alternative strategies to enhance the quality of Al-Qur'an Hadith education. By reinforcing affective and psychomotor aspects, the learning process can produce students who not only memorize but also understand and apply Islamic teachings in real life. This research is expected to serve as both an evaluation tool and a source of inspiration for more meaningful learning development in Islamic elementary schools.

1. INTRODUCTION

Islamic religious education at the elementary level plays a strategic role in shaping the moral and spiritual foundation of students. One of the core subjects in the curriculum (Karadona, R. I., & Sari, A. P., 2025) at the Madrasah Ibtidaiyah (Islamic Elementary School) is Al-Qur'an Hadith, which not only aims to teach memorization and recitation but also to instill understanding and practice of

Islamic teachings from an early age (Ismail, I., Ar-Rahman, M. N. I., Hartina, S., Anugrah, A., Ashar, I., Munawwara, M., & Karadona, R. I., 2025). In the context of this learning, the success of education is not only seen from the process of delivering material but also from the extent to which learning objectives are achieved effectively and sustainably. Madrasah Ibtidaiyah Al-Bhasirah, as an Islamic-based educational institution, is committed to providing quality Al-Qur'an Hadith education. However, in practice, the implementation of learning often faces various challenges, such as limited learning media, variations in teaching methods, and differences in students' levels of understanding of the content of the Al-Qur'an and Hadith. Therefore, it is important to analyze how the implementation of this learning is carried out and the extent of learning achievements obtained by students.

This research aims to comprehensively analyze the implementation and achievement of Al-Qur'an Hadith learning at Madrasah Ibtidaiyah Al-Bhasirah. The analysis is conducted by examining the alignment between learning activities and curriculum targets, teacher competence, student involvement, and academic achievements based on the Minimum Completeness Criteria (KKM). Employing a descriptive qualitative approach, data is collected through direct observation, interviews with teachers and students, and review of learning documents. The results of this research are expected to provide an objective overview of the real conditions of Al-Qur'an Hadith education implementation in the field, as well as serve as evaluation material and improvements in efforts to enhance the quality of learning. Furthermore, this research is also expected to contribute to the development of more contextual, innovative learning strategies that are tailored to the needs of students at the Madrasah Ibtidaiyah level.

The success of religious education cannot only be assessed from the aspect of the written curriculum but also from how the implementation of learning takes place in the classroom and the level of student learning achievement. Analysis of implementation and learning achievements is crucial to ensure that educational goals are truly realized in accordance with the orientation (Kusnadi, D., Fattah, N., Husaini, A., & Ruhenda, R., 2018). Curriculum 2013 prioritizes character building. This research was conducted at MI Al-Bhasirah with the objectives of: (1) Analyzing the implementation of Al-Qur'an Hadith learning. (2) Evaluating student learning achievements based on competency achievement indicators. (3) Identifying obstacles and alternative solutions in the implementation of learning. Islamic religious education at the elementary level, especially in Madrasah Ibtidaiyah, has a very important role in shaping the character and morality of students. Through Al-Qur'an Hadith learning, students are not only taught to read and memorize but also to understand and practice Islamic teachings in everyday life. This is very important considering that childhood is a critical period in the formation of identity and moral values.

Therefore, effective religious education is expected to equip students with a strong spiritual foundation, which will guide them in facing various challenges in the future. However, in practice, the implementation of Al-Qur'an Hadith education in Madrasah Ibtidaiyah often encounters various obstacles. One of the main challenges is the limited media and learning resources that can be used to support the learning process (Mahbub, M., 2021). Varied and engaging media are essential to increase students' interest and motivation in learning. In addition, differences in students' level of understanding of the material being taught also affect the effectiveness of learning (Tafonao, T., 2018). Therefore, teachers need to develop more adaptive and responsive teaching methods to student needs. In this context, research conducted at Madrasah Ibtidaiyah Al-Bhasirah aims to provide a clearer picture of the implementation and achievement of Al-Qur'an Hadith learning. By understanding the existing obstacles and finding appropriate solutions, it is hoped that the quality of learning can be improved. Thus, Islamic religious education at the elementary level can contribute significantly to shaping a generation that is not only academically intelligent but also has a strong character and noble morals (Haidir, H., Anas, N., Murtadho, W., Rahmadhani, R. A., & Irawan, R., 2022).

In today's digital age, the utilization of technology in education has become indispensable. The use of digital media, such as learning videos and mobile applications, can be an effective tool to attract students' interest and facilitate their understanding of the material being taught (Annisa, N., Nurdin, N., & Syahid, A., 2024). Therefore, this research will also explore how technology can be integrated into Al-Qur'an Hadith learning to enhance the effectiveness and appeal of the learning process. This analysis will also consider external factors that influence the implementation of education, such as support from parents and the community. Parental involvement in children's education is crucial for creating synergy between learning at school and at home (Harmoni, H., 2020). With strong support from the surrounding environment, it is hoped that students will be more motivated to learn and practice the teachings of Al-Qur'an Hadith in their daily lives, making a significant contribution to the development of Al-Qur'an Hadith education in Madrasah Ibtidaiyah (Islamic Elementary School). The results of the analysis are expected not only to serve as evaluation material for MI Al-Bhasirah but also as a reference for other educational institutions in designing learning programs that are more effective and relevant to the needs of students. With the right approach, Al-Qur'an Hadith education can serve as a main pillar in shaping a generation that is virtuous and knowledgeable.

2. METHODS

Data collection was conducted through several methods. First, observations were carried out in the classroom to directly observe the interaction between teachers and students, the implementation of teaching methods, and the use of learning media. Through these observations, researchers were able to record various factors influencing learning effectiveness (Safarudin, R., Zulfamanna, Z., Kustati, M., & Sepriyanti, N., 2023). Second, in-depth interviews were conducted with teachers and students to explore their views on the implementation of learning. Documents analyzed included the syllabus, Lesson Plans (RPP), student evaluation results, and records of learning achievements. The data obtained from these various sources was then analyzed through the stages of data reduction, data presentation, and conclusion drawing. To ensure the validity of information, this study applied source and technique triangulation, so that the results obtained are reliable and reflect the actual conditions of the implementation of Al-Qur'an Hadith education at MI Al-Bhasirah (Zainuri, A., Pd, A. M., & An Nur, S., 2022).

3. RESULTS AND DISCUSSION

3.1. Quran and Hadith Studies

The Al-Qur'an Hadith lessons are routinely held twice a week. This consistent scheduling aims to provide students with the opportunity to better understand and apply the material being taught. This regular frequency is expected to help students more easily remember and apply the teachings of the Al-Qur'an and Hadith in their daily lives. The material taught in the Al-Qur'an Hadith learning has been adapted to the K13 curriculum set by the Ministry of Religious Affairs. This adaptation is very important to ensure that the education provided is relevant to national standards and meets the needs of students. By following the established curriculum, MI Al-Bhasirah seeks to provide quality education that is in accordance with the times (Violeta, F. M., & Achadi, M. W., 2024).

The learning process of Al-Qur'an Hadith at MI Al-Bhasirah is divided into three main phases: opening, core, and closing. The opening phase aims to prepare students before entering the subject matter, where the teacher explains the learning objectives and relates the material to the students' experiences. The core phase is the part where the teaching material is delivered in depth, while the closing phase is used to review what has been learned and provide opportunities for students to ask questions. This division of the learning structure provides clarity and order in the teaching and learning process.

This also helps teachers deliver material systematically, so that students can better understand each part of the lesson (Rahmawati, R., Karadona, R. I., & Alamsyah, M. N., 2025). The implementation of Al-Qur'an Hadith learning at MI Al-Bhasirah demonstrates a high commitment to

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religious education. With a structured approach and material that is in accordance with the curriculum, students are expected not only to master knowledge of the Al-Qur'an and Hadith, but also to practice these teachings in their daily lives. This analysis is expected to find ways to further improve the effectiveness of learning and educational achievement in madrasas.

The implementation of Al-Qur'an Hadith learning at Madrasah Ibtidaiyah Al-Bhasirah Makassar has been in accordance with the applicable curriculum structure, namely the 2013 Curriculum. Al-Qur'an Hadith learning at MI Al-Bhasirah begins with a systematic structure, starting with reading prayers and Muraja'ah together. This strategy has proven effective in creating calm psychological conditions and readiness to receive lessons. Muraja'ah also strengthens students' memorization of previous material. However, in the core phase of learning, teachers still heavily rely on the lecture method and collective recitation of verses without the support of engaging learning media. This poses a challenge in fostering students' interest and understanding of the content and meaning of the verses and hadiths conveyed. From observations and interviews, it was found that student engagement is still relatively passive. Teachers deliver material in a one-way direction, and students tend to only listen and take notes. The lack of use of learning media makes the material presented less interesting, especially for lower grade students who tend to need visual and concrete approaches. In fact, Al-Qur'an Hadith learning should encourage students to actively understand and internalize the values contained in the verses and hadiths. The lack of a contextual approach also hinders connecting the content of the material with the reality of students' daily lives. The level of student engagement in learning is still relatively low. Although the lecture method is effective in conveying material verbally, the lack of active participation from students reduces the overall effectiveness of learning. Without visual media and interactive methods, students tend to be passive, and this can have an impact on their ability to understand the material in depth, especially in the aspect of contextualizing the meaning of the hadiths.

In terms of evaluating learning achievements, the results of the grade analysis indicate that the majority of students (82%) successfully achieved scores above the Minimum Completeness Criteria (KKM), which is ≥ 75 . This achievement signifies a good command of the memorization aspect. However, this mastery is not balanced with the ability to understand the meaning or application of the memorized hadiths. This indicates that the learning process still emphasizes the aspect of memorization rather than understanding and applying Islamic values in real life. The main obstacle faced in the learning process is the lack of a contextual approach (Purnamasari, N., Habibi, H., & Hidayat, S., 2016). According to Malawi, I., Kadarwati, A., & Dayu, D. P. K. (2019), students have difficulty understanding the meaning of the hadiths taught because they are not equipped with concrete examples or relevant real-world experiences. This causes students to have difficulty

connecting the teaching material with the reality of their daily lives. In fact, a contextual approach is important to make learning more meaningful and applicable.

To overcome these obstacles, a change in the learning approach is necessary. Teachers need to apply more varied and interactive methods, such as the use of visual media (images, short videos), group discussions, case studies, and presentations of understanding outcomes. This method not only enhances the appeal of the material but also encourages students to think critically and actively. Thus, they are not only able to memorize verses and hadiths, but also understand their meanings and apply them in daily life. The involvement of students can also be enhanced by providing space for discussion and expressing their opinions. This will increase self-confidence and learning motivation. Additionally, teachers can also use peer teaching techniques where students who have a better understanding of the material help their classmates. This will strengthen cooperation among students and create a collaborative learning environment. Overall, the teaching of the Qur'an and Hadith at MI Al-Bhasirah already has a good foundation, but it still needs to be developed to meet the challenges of 21st-century learning. Contextual, active, and understanding-based learning will be more effective in shaping character and enhancing the religious literacy of students. With innovative methods and media, the goals of learning the Qur'an and Hadith are achieved not only cognitively but also affectively and psychomotorically.

3.2. The achievement of Al-Qur'an Hadith Learning

The achievement of Al-Qur'an Hadith learning at MI Al-Bhasirah shows quite good and encouraging results. Based on the odd semester grades data from the last academic year, it is known that 82% of students managed to achieve scores above the Minimum Completeness Criteria (KKM) set at 75. This achievement reflects the success of the teachers in guiding the students, particularly in the aspects of memorization, reading, and understanding of religious teachings. From the aspect of Quran reading ability, the majority of students (around 70%) have been able to read with tartil while paying attention to makhraj and tajwid correctly. This shows that the process of learning the recitation of the Qur'an has been conducted in a structured and consistent manner. This ability serves as an important foundation in fostering love for the Qur'an and strengthening their religious skills from an early age. Meanwhile, in terms of memorizing short surahs, students in grades I to III generally have mastered around 10 short surahs, while students in grades IV to VI have successfully memorized 20 to 25 surahs. This shows progressive development as the grade level and age of the students increase. The muraja'ah strategy applied regularly seems effective in maintaining and enhancing students' memorization of short surahs in the Qur'an.

Additionally, the aspect of understanding hadith also shows positive results. Students are able to understand the meanings of simple hadiths and apply them in daily life (Ismail, I., Putra, A., Ramdani, A. F., Amalia, R., Bahri, T., Isna, A. N., & Karadona, R. I., 2025). Several values successfully instilled through the study of hadith include honesty, a spirit of mutual assistance, and polite behavior in social interactions (Arqam, M. R., Karadona, R. I., & Sari, A. P., 2025). This ability is very important because it shows that students are not only learning cognitively but also affectively and psychomotorically, so that religious values truly permeate their behavior. Overall, this achievement serves as an indicator that the teaching of the Qur'an and Hadith at MI Al-Bhasirah has been progressing well. However, to further improve achievements, especially in the aspect of a deeper understanding of the meanings of verses and hadiths, it is necessary to innovate in teaching methods such as the use of visual media, thematic discussions, and contextual approaches. The implementation of Al-Qur'an Hadith learning at Madrasah Ibtidaiyah (MI) Al-Bhasirah has been carried out according to the established plan. The educators demonstrated good skills in delivering the material, so most students successfully achieved the set learning targets.

This success reflects the commitment and professionalism of the teachers in the teaching process, as well as the students' readiness to receive and understand the material presented (Karadona, R. I., Fakhruddin, F., & Hudallah, N., 2022). However, there are several aspects in the implementation of learning that still need to be improved, especially related to methods, media, and active student participation. Some of the methods applied may not fully capture the students' attention, which can reduce their interest and motivation to learn. Therefore, it is important for educators to evaluate and improve the approaches used to better align with the needs and characteristics of the students. To achieve more comprehensive learning outcomes, the learning design needs to be made more varied and contextual. A diverse approach in delivering material can help students understand concepts better and relate them to everyday life. In this way, students not only learn theoretically but can also apply the knowledge gained in real-life situations. Additionally, educators need to utilize technology in learning media to enhance student interaction and engagement during the learning process. The use of technology can enrich the learning experience and make the material more engaging. Increasing the frequency of discussion and reflection activities in the classroom will also encourage students to think critically and participate actively. With these steps, it is hoped that the learning of Al-Qur'an Hadith at MI Al-Bhasirah can achieve more optimal results and provide greater benefits for the students.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of Al-Qur'an Hadith learning at Madrasah Ibtidaiyah Al-Bhasirah has been conducted in a structured manner and in accordance with the applicable curriculum. The learning process is carried out in three main stages: opening, core, and closing, which provide clarity and direction in the teaching and learning process. However, there are still obstacles in the implementation of teaching methods and media, where most teachers still rely on lecture methods without supporting engaging media. This has resulted in low active participation from students in the learning process, as well as suboptimal understanding of the meanings of verses and hadiths. From the perspective of learning achievement, the majority of students (around 82%) managed to achieve scores above the Minimum Completeness Criteria (KKM), especially in the aspects of memorization and recitation of the Qur'an. Students' reading skills also show good progress, including in terms of tajwid and tartil. In addition, the students have been able to memorize short surahs according to their grade level and understand the basic meanings of the hadiths taught. Islamic values such as honesty, helping each other, and politeness are also beginning to be reflected in the daily attitudes and behaviors of the students, indicating success in the affective aspects of learning.

To improve the quality of Al-Qur'an Hadith education in the future, it is necessary to innovate in more varied, contextual, and interactive teaching methods. Teachers are expected to be able to integrate the use of visual media, digital technology, and active learning strategies such as thematic discussions, case studies, and peer teaching. In addition, improving teacher training and parental involvement is also important in strengthening the synergy between learning at school and at home. Thus, the learning of Al-Qur'an and Hadith not only produces students who are proficient in memorization and recitation but also possess a deep understanding and are able to practice Islamic values in real life.

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