

STUDENTS' PERCEPTIONS OF QUR'AN AND HADITH LEARNING AND INSTRUCTIONAL IMPLEMENTATION

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Abstract

Students' perceptions of Qur'an and Hadith learning play a crucial role in determining instructional effectiveness within Integrated Islamic Schools (SIT), as they reflect students' engagement, understanding, and internalization of Islamic values. This study examines the effects of lesson planning (X1) and lesson implementation (X2) on students' perceptions of the effectiveness of Qur'an and Hadith learning (Y). Employing a mixed-methods design, data were collected from 53 students through Likert-scale questionnaires and from three Islamic Education teachers through semi-structured interviews. Regression analysis indicates that lesson implementation (X2) has a significant effect on students' perceptions ($p = 0.000$; $r = 0.647$), whereas lesson planning (X1) shows no significant effect ($p = 0.092$), suggesting that well-designed plans are not always translated into engaging classroom practices. The regression model ($R^2 = 0.450$) explains 45% of the variance in students' perceptions. This study highlights students' perceptions as a critical evaluative indicator and underscores the need for creative, interactive, and technology-supported instructional strategies in Qur'an and Hadith learning.

Keywords: Qur'an and Hadith; integrated curriculum; student perception; lesson implementation

Abstrak

Al-Qur'an dan Hadis berperan penting dalam membentuk karakter, spiritualitas, dan pemahaman agama siswa di Sekolah Islam Terpadu (SIT). Persepsi siswa terhadap pembelajaran Al-Qur'an dan Hadis mencerminkan sejauh mana mereka memahami materi, termotivasi, dan mampu menginternalisasi nilai-nilai Islam. Penelitian ini menganalisis pengaruh perencanaan pembelajaran (X1) dan implementasi pembelajaran (X2) terhadap persepsi siswa (Y) mengenai efektivitas, pemahaman, dan keterlibatan mereka dalam pembelajaran. Metode mixed-method digunakan dengan 53 siswa dan tiga guru PAI, menggunakan kuesioner Likert skala interval dan wawancara semi-struktural. Analisis regresi menunjukkan bahwa implementasi pembelajaran (X2) berpengaruh signifikan terhadap persepsi siswa ($p = 0,000$; $r = 0,647$), sedangkan perencanaan (X1) tidak signifikan ($p = 0,092$), karena rencana yang baik belum sepenuhnya diterapkan secara kontekstual dan menarik. Model regresi ($R^2 = 0,450$) menjelaskan 45% variasi persepsi siswa. Temuan ini menekankan pentingnya strategi pengajaran kreatif dan berbasis teknologi serta penggunaan persepsi siswa sebagai indikator evaluatif pembelajaran.

Kata kunci: Al-Qur'an dan Hadis; kurikulum integratif; persepsi siswa; implementasi pembelajaran

INTRODUCTION

The Qur'an and Hadith occupy a central position in Islamic education, functioning not only as sources of religious knowledge but also as tools for shaping students' moral values, spiritual awareness, and ethical conduct. Within Indonesia's Integrated Islamic School Curriculum (SIT), these subjects are strategically designed to integrate Islamic values with the national curriculum, aiming to build students' competencies across cognitive, affective, and psychomotor domains. This holistic orientation reflects the essential role of Qur'an and Hadith instruction in nurturing students to become both knowledgeable and morally upright individuals.

However, despite the emphasis placed on Qur'an and Hadith learning in SIT-based schools, questions remain about the extent to which this curriculum has been effectively implemented and internalized by students. Previous studies largely measure learning outcomes such as fluency and memorization, revealing persistent gaps between instructional objectives and student performance. For instance Maulana et al., (2025) reported that more than half of junior high students still experience difficulties in reading the Qur'an fluently, with nearly a third performing only at an elementary level. Such findings suggest that although Qur'an learning is a cornerstone of the SIT curriculum, its outcomes have not yet fully met the intended spiritual and pedagogical goals.

At the same time, research on *tahfidz* programs shows that structured and consistent routines can significantly improve students' abilities in recitation and memorization (Rahman, 2022). Yet, challenges remain, as Suryana (2020) pointed out, including psychological burdens, heavy academic loads, and monotonous methods that hinder students' engagement. Other studies highlight the role of motivation and teaching approaches in enhancing learning effectiveness Hasanah et al., (2022), but these findings tend to emphasize instructional design without exploring how students themselves perceive and interpret their learning experiences. This indicates a critical research gap: while performance outcomes have been studied extensively, students' perceptions—which shape engagement, emotional connection, and the relevance of learning to daily life—have received far less scholarly attention.

Grounded in constructivist learning theory and perception-based evaluation theory, this study offers novelty by foregrounding students' perceptions as a valid and critical indicator of instructional effectiveness, integrating statistical evidence with students' interpretive experiences to address the limited attention given in prior research to how lesson planning and classroom implementation—beyond technical design, teaching delivery, and learning outcomes—differentially shape the effectiveness of Qur'an and Hadith learning in Integrated Islamic Schools, while contributing theoretically to curriculum evaluation and practically to the development of innovative, engaging, and contextually relevant Islamic pedagogical strategies.

METHODS

This research employed a quantitative descriptive approach supported by qualitative data to provide a comprehensive understanding of how lesson planning and implementation influence students' perceptions of Qur'an and Hadith learning. The study involved 53 students from SMP IT Al QALAM as respondents and three Islamic Religious Education (PAI) teachers as interview subjects.

The research variables comprised lesson planning (X1), lesson implementation (X2), and students' perceptions (Y) of Qur'an and Hadith learning within the Integrated Islamic School (SIT) curriculum. Both X1 and X2 were measured based on students' perceptions, rather than document analysis of lesson plans or teacher assessments, resulting in 53 individual observations for each variable. Lesson planning (X1) reflects students' perceptions of instructional clarity, coherence, and preparedness, while lesson implementation (X2) captures perceptions of teaching methods, learning media, classroom interaction, and student engagement. Students' perceptions (Y) represent evaluations of learning effectiveness, understanding, motivation, and internalization of Islamic values. All quantitative data were collected using five-point Likert-scale questionnaires, producing interval-scale data suitable for linear regression analysis, while semi-structured interviews with three Islamic Education teachers served as supporting qualitative data.

Quantitative data were analyzed using descriptive statistics and multiple linear regression via SPSS, while qualitative data were analyzed thematically. This mixed approach enabled an in-depth interpretation of how teaching practices shape students' evaluative perceptions, engagement, and spiritual motivation within the SIT framework.

FINDINGS AND DISCUSSION

This section reports the quantitative and qualitative findings of the study and integrates their discussion to explain the influence of lesson planning (X1) and lesson implementation (X2) on students' perceptions of the effectiveness of Qur'an and Hadith learning (Y) within the Integrated Islamic School (SIT) curriculum. The findings are based on field data collected from 53 students and three Islamic Education (PAI) teachers at SMP IT Al QALAM using structured Likert-scale questionnaires and semi-structured interviews, with all statistical analyses conducted using SPSS software.

Table 1 Statistical Test Results of Qur'an and Hadith Learning Based on the Integrated Islamic School Curriculum at SMP IT Al QALAM

No.	Statistical Test	Main Results
1	Reliability (Cronbach's Alpha)	Alpha = 0.783 (baik)
2	Descriptive Statistics of Variables	Y (Mean = 18.36, SD = 1.64), X1 (Mean = 12.80), X2 (Mean = 17.58)
3	Pearson Correlation	X1-Y: $r = 0.443$, $p = 0.001$; X2-Y: $r = 0.647$, $p = 0.000$
4	Multiple Linear Regression	$R = 0.671$, $R^2 = 0.450$, $F(2,52) = 21.306$, $p = 0.000$
5	Regression Coefficients (B, p)	X1: $B = 0.581$, $p = 0.092$ (tidak signifikan); X2: $B = 0.913$, $p = 0.000$ (signifikan)
6	Multicollinearity (VIF, Tolerance)	VIF = 1.239 (<10), Tolerance = 0.807 (>0.1)
7	Durbin-Watson	DW = 2.179

The statistical analysis comprised reliability testing, descriptive statistics, correlation analysis, multiple linear regression, and classical assumption tests,

including multicollinearity and autocorrelation. Table 1 summarizes the key results obtained from questionnaire responses completed by 53 students, supported by qualitative data from interviews with three Islamic Education (PAI) teachers. All quantitative analyses were conducted using SPSS software.

The instrument demonstrated good reliability, with a Cronbach's Alpha value of 0.783, indicating acceptable internal consistency. Descriptive statistics show that students' perceptions of learning effectiveness (Y) had a mean score of 18.36 (SD = 1.64), while perceived lesson planning (X1) and perceived lesson implementation (X2) obtained mean scores of 12.80 and 17.58, respectively. Pearson correlation analysis revealed significant positive relationships between X1 and Y ($r = 0.443$, $p = 0.001$) and between X2 and Y ($r = 0.647$, $p = 0.000$), with implementation showing a stronger association.

Multiple linear regression analysis produced an R^2 value of 0.450, indicating that 45% of the variance in students' perceptions of learning effectiveness can be explained by perceived lesson planning and implementation. Regression coefficients show that lesson planning (X1) did not have a statistically significant effect on students' perceptions ($B = 0.581$, $p = 0.092$), whereas lesson implementation (X2) had a strong and significant effect ($B = 0.913$, $p = 0.000$). Multicollinearity diagnostics confirmed no violations (VIF = 1.239; Tolerance = 0.807), and the Durbin-Watson value of 2.179 indicates the absence of autocorrelation, confirming the robustness of the regression model.

Thus, the regression analysis was conducted using 53 interval-scale observations for each variable, with students' perceived lesson planning (X1) and lesson implementation (X2) as independent variables and students' perceived learning effectiveness (Y) as the dependent variable.

Qualitative data from interviews with three PAI teachers corroborate the quantitative results. Teachers reported that learning objectives for Qur'an and Hadith subjects were clearly formulated and aligned with the SIT curriculum, although teaching practices varied. One teacher emphasized the effectiveness of audio-visual media in enhancing students' understanding and motivation to apply Islamic values in daily life. Another highlighted the need for more interactive

strategies beyond lectures and memorization to increase student engagement. The third teacher acknowledged overall effectiveness but noted challenges in engaging less active students.

Classroom observations further revealed that lesson planning was systematically prepared and curriculum-aligned, employing methods such as memorization, discussion, and lectures, supported by media including videos and infographics. Students actively participated in discussions and question-and-answer sessions, creating a learning environment that fostered understanding, motivation, and practical application of Qur'anic and Hadith values.

Lesson Planning (X1)

Although lesson planning was systematically designed based on Islamic values, regression analysis indicates that students' perceived lesson planning (X1) did not significantly influence students' perceptions of learning effectiveness (Y). This suggests that well-structured planning, as perceived by students, does not automatically translate into effective learning experiences without engaging implementation. This finding aligns with Rustandi et al. (2024), who emphasize the importance of aligning instructional strategies with student characteristics, and Ramadhannita (2022), who highlights that technology integration in planning must correspond to students' learning styles to enhance engagement. In integrated Islamic schools, lesson planning should also incorporate spiritual dimensions to support moral development (Abubakar, 2023). Therefore, planning should be understood not merely as a technical document, but as a flexible, contextual, and value-oriented process coherently linked with assessment strategies and learning objectives (Rofiq et al., 2023).

Lesson Implementation (X2)

In contrast, students' perceived lesson implementation (X2) demonstrated a strong and statistically significant effect on students' perceptions of learning effectiveness (Y). This finding confirms that instructional delivery plays a decisive role in shaping meaningful learning experiences. Interactive and participatory teaching methods have been shown to increase student engagement (Ayunda et al., 2024), while varied strategies such as discussions and educational games help create

enjoyable learning environments and reduce boredom (Mamkua et al., 2022; Arromy et al., 2022). Teacher creativity is also critical in sustaining student interest (Zamana & Rahmah, 2018), particularly when reinforced through parental involvement and religious routines such as Qur'an recitation at the beginning of lessons (Keliobas, 2022). Effective implementation, therefore, depends on teachers' ability to establish emotional and spiritual connections with students and to present learning materials in accessible, meaningful, and contextually relevant ways (Safitri et al., 2023).

Students' Perceptions and Broader Educational Implications

Overall, students' perceptions of Qur'an and Hadith learning were generally positive, particularly regarding the internalization of Islamic values and encouragement of religious practices. However, students also reported challenges related to monotonous teaching methods and heavy academic workloads, which may reduce learning enthusiasm. While structured tahfidz programs positively influence Qur'anic reading and memorization abilities (Rahman, 2022) and academic achievement (Ningsih & Zulham, 2024), overly rigid instructional approaches may diminish student interest (Suryana, 2020). Therefore, Qur'an and Hadith learning should balance cognitive, affective, and psychomotor dimensions (Khoirun Nisa et al., 2024) through collaboration among teachers, parents, and the school environment. Supporting factors such as student motivation, adequate learning facilities, and family involvement remain essential (Rawiah et al., 2023), while persistent challenges related to time constraints and academic pressure require adaptive, engaging, and collaborative learning strategies (Parawansah & Sofa, 2024).

These findings reinforce the importance of a holistic and contextual approach to Qur'an and Hadith learning in Integrated Islamic Schools. The integration of the national curriculum with Islamic values emphasizes not only cognitive outcomes but also affective and psychomotor development (Abubakar, 2023). The implementation of the Merdeka Curriculum further provides flexibility for teachers to design student-centered and project-based learning models (Widodo & Maulana,

2023), enabling the use of digital media, thematic tafsir projects, and reflective presentations to strengthen critical and reflective thinking skills.

Interest in Qur'an reading also plays a crucial role in learning achievement. Students who regularly engage in Qur'an reading tend to demonstrate stronger understanding and positive religious behavior (Saepurrohman & Fazani, 2023). Consequently, schools are encouraged to develop Qur'an literacy programs supported by extracurricular activities such as tahsin, tahfidz, and halaqah, alongside strong family involvement (Rawiah et al., 2023). Finally, evaluation practices should move beyond cognitive assessment to include affective and psychomotor domains (Rofiq et al., 2023), for example through Project-Based Learning approaches that foster critical thinking, collaboration, and independence (Nawawi & Ningsih, 2024).

CONCLUSION

This study suggests that the effectiveness of Qur'an and Hadith learning within the Integrated Islamic School (SIT) curriculum is shaped not only by the presence of systematic lesson planning but more importantly by the quality of its classroom implementation. Although lesson planning did not demonstrate a statistically significant effect on students' perceptions—largely due to its limited translation into engaging and contextual practices—lesson implementation showed a significant association with how students evaluate learning effectiveness. By foregrounding students' perceptions as an evaluative lens, this study extends existing research that predominantly emphasizes memorization and cognitive outcomes, offering a more comprehensive understanding of Qur'an and Hadith instruction. The findings imply that adaptive, student-centered, and technology-supported pedagogical strategies may help balance cognitive, affective, and psychomotor dimensions, thereby supporting the development of Islamic education practices that foster both academic understanding and the internalization of Qur'anic values.

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