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Five Key Factors for Students' Success in Understanding the Subject of Al-Qur'an Hadith

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Abstract

The subject of Qur'an and Hadith is a crucial component of Islamic religious education, aiming to equip students with the ability to read the Qur'an fluently, translate its verses, comprehend its meaning, and memorize selected verses and hadiths. In madrasahs, the learning process emphasizes the development of fundamental skills related to the two primary sources of Islamic teachings: the Qur'an and Hadith. These skills include reading, writing, memorizing, translating, understanding, and applying the teachings in daily life. To achieve optimal learning outcomes, teachers must implement effective instructional methods and strategies. This study found that students' success in mastering the Qur'an and Hadith subject is influenced by five key factors: (1) high level of intelligence, (2) strong learning motivation, (3) genuine interest in the subject, (4) parental support, and (5) the use of suitable teaching methods by the teacher.

Keywords: Five Key Factors, Students, Al-Qur'an Hadith

Abstrak

Mata pelajaran Al-Qur'an Hadis merupakan bagian penting dari pendidikan agama Islam yang bertujuan agar peserta didik mampu membaca Al-Qur'an dengan lancar, menerjemahkan, memahami kandungan maknanya, serta menghafal ayat-ayat dan hadis pilihan. Di madrasah, pembelajaran ini difokuskan pada penguatan keterampilan dasar dalam memahami dua sumber utama ajaran Islam: Al-Qur'an dan Hadis. Hal ini mencakup kemampuan membaca, menulis, menghafal, mengartikan, memahami, hingga mengamalkannya dalam kehidupan sehari-hari. Untuk mencapai hasil belajar yang optimal, guru perlu menyiapkan pendekatan dan metode pembelajaran yang tepat. Dalam penelitian ini, ditemukan bahwa keberhasilan peserta didik dalam memahami mata pelajaran Al-Qur'an Hadis dipengaruhi oleh lima faktor utama sebagai berikut: 1. Peserta didik tingkat kecerdasannya tinggi, 2. Peserta didik mempunyai motivasi dalam belajar, 3. Peserta didik berminat dalam belajar, 4. Peserta didik mendapat perhatian dari orang tuanya, 5. Guru menggunakan metode yang sesuai kepada peserta didik.

Kata Kunci: Berisi Lima Modal, Peserta Didik, Al-Qur'an Hadis

Introduction

Education has existed alongside the presence of the first humans on Earth. Its essence is to serve as a means to assist learners in developing their human potential comprehensively. For the Indonesian nation, education holds strategic significance as part of the national struggle. In the context of religion, Islamic education plays a crucial role for Muslims in maintaining their faith until the end of life and achieving eternal happiness in the hereafter. Islamic education has been one of the priorities of the Indonesian government since the post-independence era. Within the national education system, the position of Islamic education can be found both as a subject and as a separate educational institution. Through the processes of learning and training, education aims to raise awareness among individuals or groups to achieve maturity in thinking and decision-making. The preamble of the 1945 Constitution clearly states that the goal of national education is to enhance the intellectual life of the nation. An educated society will facilitate comprehensive actualization.

Learning activities are a central component of the overall educational process, where teachers play a dominant role as the primary directors and facilitators. In this series of learning activities, both teachers and learners must be actively

involved. This relationship serves to convey knowledge and insights in accordance with the objectives of each subject. Therefore, the interaction between teachers and students becomes one of the most important elements in achieving educational goals. However, the meaning of interaction in learning is not limited to mere two-way communication; it encompasses a broader educational dimension. The teaching activities that take place in the classroom are designed for the learners. At the initial stages of education, it is essential to build knowledge, conceptual understanding, and basic skills such as reading, writing, arithmetic, and the formation of attitudes. Collectively, these abilities are referred to as "basic educational skills," which serve as the foundation for further learning processes.

Conveying knowledge and information present in each subject poses a unique challenge for teachers. Educators are required to prepare applicable learning experiences while also managing various administrative tasks. In practice, each learner exhibits a diverse range of abilities, from those who grasp concepts quickly to those who require additional guidance. Therefore, teachers need to design appropriate learning strategies, including determining suitable timing for individual activities, grouping students based on their ability levels to focus on assisting those in need, and creating heterogeneous groups to

encourage peer tutoring and collaborative learning processes.

In general, the primary role of a teacher is to guide and develop the intellectual potential of each learner. The effort to enhance this intelligence is crucial in shaping learners into resilient, capable individuals who can face various challenges in the future. The types of intelligence that require greater attention in the field of education include intellectual intelligence, emotional intelligence, and spiritual intelligence.¹

The study of Al-Qur'an and Hadith is a key component of Islamic religious education designed to foster understanding and practice of the teachings found in the holy scripture. Through this learning, students are expected to read the Al-Qur'an fluently, translate, summarize the content of the verses, transcribe, and memorize selected verses. Additionally, they are encouraged to understand and practice selected Hadiths as a means of deepening and enriching the subject matter. This subject not only serves as part of the curriculum in madrasahs but also provides essential preparation for pursuing further educational levels. The primary objective of this learning is to cultivate each student's interest in correctly reading every verse from the Al-Qur'an and Hadith, understanding its content, believing in its truth, and

implementing its values in their daily lives. This role is highly strategic and occupies a special position in efforts to strengthen understanding of the Al-Qur'an.²

The learning of Al-Qur'an and Hadith in madrasah environments is directed towards strengthening the basic competencies that every Muslim should possess when interacting with these two primary sources of guidance in Islam. These competencies include reading, writing, memorizing, translating, understanding, and ultimately practicing the teachings. To achieve the established learning targets, teachers are required to prepare relevant and effective pedagogical approaches for delivering the material. Additionally, the availability of learning resources and teaching media must be optimally prepared to ensure that educational objectives can be successfully met. This subject serves as a strategy for instilling understanding and practical skills in implementing its content from an early age. Thus, the primary goal of this subject is for students to be able to read, write, memorize, understand, and practice the teachings of Al-Qur'an and Hadith in their lives, enabling them to grow into individuals who love Allah SWT.

There are two approaches that can be referenced in learning. First, the approach is oriented towards positioning the teacher as the central figure in managing

strategies during the teaching and learning process. The teacher predominantly directs the course of the learning process and delivers the material systematically, with the hope that students can optimally master the content provided. The goal of this approach is to enhance the primary focus on achieving success in the subject matter. Second, it emphasizes the students' ability to develop good character. Each learner is considered to have different interests, abilities, preferences, experiences, and learning styles, thus the teaching methods need to be adjusted to accommodate this diversity.

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Previous research relevant to this study was conducted by Iwandi. Iwandi found that there are two main types of factors influencing the ability of students at MAN 1 Pekanbaru to read the Al-Qur'an. The internal factor is the low interest of students in understanding the Al-Qur'an. Meanwhile, the external factor relates to the limited learning resources and facilities available to the students. Both of these factors significantly affect the students' ability to read the Al-Qur'an.⁴

In her study on the factors contributing to the decline in students' academic achievement in the subject of *Fiqh* at Madrasah Tsanawiyah in Kampar Village, Kampar Regency, Siti Hartina found that student motivation was the primary factor responsible for this decline.⁵

In addition, a study conducted by M. Tarmizi entitled *A Study on the Factors Influencing Students' Inability to Perform Wudu Correctly* at Madrasah Aliyah in Kampar Village revealed that external factors—particularly those related to infrastructure and facilities—were the primary causes of students' inability to perform *wudu* properly.⁶

Lastly, a study conducted by Yazidul Busthomi on the underlying factors contributing to students' success in understanding subject competencies at school identified ten key elements. These include: (1) students possess a high level of

intelligence; (2) there is an internal drive for independent learning; (3) students show a specific interest in the subject matter; (4) consistent school attendance is maintained; (5) students are in good physical condition and health; (6) students display a positive attitude toward learning activities; (7) parents provide attention and support for their children's education; (8) the teaching methods used by teachers are appropriate; (9) effective and relevant teaching strategies are implemented; and (10) teachers carry out their duties with a high degree of professionalism.⁷

Method

In terms of its type, this research falls under the category of library research, in which data sources are obtained from books, journals, supporting documents, and materials related to the five essential capitals that students must possess to understand the subject of *Al-Qur'an Hadith*. The method employed in this study is the documentation method for data collection, which involves gathering information from records, books, transcripts, newspapers, magazines, meeting minutes, agendas, and other relevant documents.

Results and Discussion

The Concept of the Qur'an

The Qur'an is the only holy book that serves as a guide for the lives of

Muslims around the world. As a timeless revelation, the Qur'an stands as a comprehensive reference for all Muslims. A person who follows the path of truth is one who uses the Qur'an as a guide in both speech and action. Conversely, those who ignore its content and seek guidance from other sources will be led far astray from the path of truth. This sacred book is composed of words that originate directly from Allah (SWT) and were revealed gradually over time. The purpose of this gradual revelation was to enable humans to understand and learn its content step by step, verse by verse. All Muslims are obligated to read each verse correctly. Teaching the Qur'an is considered *fardhu kifayah*, meaning that if some individuals in a community fulfill this duty, the obligation is lifted from the rest of the community.⁸

Children's ability to read the Qur'an serves as a crucial foundation, both for their personal development and as essential preparation for transmitting Islamic teachings to fellow Muslims in the future. Therefore, this skill is considered indispensable for every Muslim as part of the effort to deepen understanding, internalize its meaning, and apply it through real actions. The positive impact of the Qur'an is most evident in children, as early childhood is a highly sensitive period for character formation and value internalization. As the saying goes,

“Teaching at a young age is like carving on stone”—the impressions remain strong and lasting. This is consistent with the view of Sheikh Ahmad Abdul Azhim, who asserts that children guided by the Qur’an from an early age demonstrate significantly more remarkable development than those who do not receive such education. Through the process of learning and teaching the Qur’an, children develop mental resilience and strong moral character. These values become evident when they are faced with life’s various challenges and trials.⁹

The Qur’an is a sign of Allah’s greatness, a miracle granted only to the most beloved of His servants—Prophet Muhammad (peace be upon him). Every Muslim who reads it is obligated to believe in its truth. This holy book is not the product of human thought, but a direct revelation from Allah delivered to the Prophet as a guide for humankind. The Qur’an is the final sacred scripture in Islamic teachings, revealed gradually in Arabic over a period of 22 years, 2 months, and 22 days. This revelation differs from the ones received by previous prophets and messengers, as it represents the culmination of prophetic messages, ultimately embodied in the Qur’an itself. The revelations were transmitted through the Angel Jibril. Each teaching in the Qur’an contains guidance to lead humans toward happiness in both this life and the hereafter. Due to its enduring

relevance across time, the Qur’an is often used as a reference in addressing various life challenges. This sacred text is not only a source of legal and moral values but also serves as a daily manual for living. In practice, however, despite educational efforts, many students still struggle to read and write the Qur’an properly. This condition is likely caused by low learning motivation, difficulties in understanding Arabic terminology, and technical obstacles related to literacy skills. Therefore, strategic measures are needed to ensure that students facing such challenges can continue to grow and be given the opportunity to learn and recite the Qur’an effectively.¹⁰

Amid the growing public awareness of the importance of quality Islamic education, numerous Islamic-based educational institutions have emerged and compete to offer the best standards. One form of quality assurance that often attracts parents is their children’s ability to read the Qur’an with *tartil* (measured, rhythmic recitation) and a proper understanding of *tajwid* (rules of Qur’anic pronunciation). To achieve this goal, each institution is required to implement an effective and tested teaching system. The objective is to ensure that every graduate, both male and female students, truly masters fluent and accurate recitation.

In Islamic religious education, reading the Qur'an is a fundamental skill that must be mastered early on. However, attention to its development remains limited, especially in the context of early childhood education and the home environment. Generally, parents tend to pay less attention to religious education, focusing more on their children's general education or academic subjects. As a source of life guidance, students must be taught to cultivate love for Allah (SWT). Through this education, it is hoped that they not only understand religious teachings theoretically but also are able to apply them in their daily lives. Islamic religious education holds an urgent role in the education system, thus becoming a core subject in madrasahs. Nevertheless, in today's modern society, the habit of reading the Qur'an within Muslim households has declined. The demands for learning to read the Qur'an have shifted due to the rapid spread of diverse cultures and pressures from various advances in science and technology. This situation is indeed concerning.

To enhance students' interest and engagement in learning, especially in Qur'anic studies, teachers need to design appropriate and effective teaching methods and media. If teachers neglect this aspect, the learning process may become prolonged and less optimal for the children. Within the learning environment, the relationships

established among students and between students and teachers are crucial parts of the educational process. Through this process, students not only acquire knowledge but also develop skills, habits, as well as strong attitudes and beliefs. In short, learning is an effort to help students learn more effectively.¹¹

Muslims are encouraged to begin recognizing and studying the contents of the Qur'an from an early age and continue throughout their lives. All its teachings serve as guidance for living both in this world and in the hereafter. This learning process typically starts within the family environment. Additionally, formal education in schools or madrasahs also contributes, supported by teachers who are competent in Qur'anic instruction. Special emphasis on the skill of writing the Qur'an aims to enable students to understand the structure and proper formation of Arabic script according to established rules. Perseverance, patience, and discipline are important moral values that play a significant role in the process of learning to write and read the Qur'an.

Difficulties in reading and writing are still commonly experienced by students. One solution that can be employed is the use of visual aids (images) to assist teachers in explaining the material to students. With the help of images, students will better understand the content in detail. The shape

of the images and the combination of colors make it easier for students to remember what they have learned. Through this visual media, learning ability improves, and students can recognize the Hijaiyah letters both in terms of pronunciation and written form. These images are presented sequentially according to the learning order. To facilitate quick comprehension, students are encouraged to read aloud several times. This method makes the learning process easier and more engaging for them.

The rationale for schools using visual media as an aid in teaching the Qur'an is based on the consideration that visual media can enhance students' understanding and engagement with the material. One primary reason is that students tend to remember information more easily through visual means rather than text alone. Utilizing visual aids can improve their ability to retain information. Visualization through images can also bridge abstract or complex concepts, thereby facilitating the comprehension process. With the help of images, students can grasp the core material more comprehensively and find it easier to integrate what they have learned. Secondly, appealing visual media can increase students' interest in learning, creating a more dynamic and enjoyable learning environment. In today's digital era, access to images is faster and easier, supporting a more interactive learning process. Thirdly, the use of images

can simplify communication. Teachers or lecturers can convey ideas more clearly and efficiently through visual illustrations, which in certain situations can replace lengthy verbal explanations. Fourthly, visual media can foster students' creativity. By observing example images, students are encouraged to create their own illustrations, making learning more active and meaningful. Therefore, the use of visual media serves as an effective and relevant alternative to improve the quality of teaching and learning in the classroom.¹²

The Concept of Hadith

In Arabic, the term *hadith* means communication, news, or conversation. Terminologically, *hadith* refers to something new or information received, whether in small or large quantities. *Hadith* also has several synonyms (murādif), such as *sunnaḥ*, *ḵabar*, and *atsar*. According to Abu al-Baqa, the word *hadith* is derived from the noun form *al-taḥdīṭ*, which means *al-ikḥbār* or the conveying of news. Terminologically, *hadith* is used to refer to the sayings, actions, and approvals associated with the Prophet Muhammad (peace be upon him). Meanwhile, according to Al-Farra', the term *al-ahādīs* is the plural form of the word *uḥdutsaḥ*, and it is subsequently used to denote the plural form of *hadith* in meaning.¹³

Terminologically, scholars of hadith provide various definitions of hadith, although they essentially share a common meaning. According to Mahmud Ath-Thahan, hadith encompasses everything originating from the Prophet Muhammad (peace be upon him), including his sayings, actions, and approvals. Meanwhile, other hadith experts offer slightly different definitions, stating that hadith consists of “all the sayings, actions, and affairs of the Prophet Muhammad.” The term “affairs” refers to all information related to the Prophet, ranging from his spirit of struggle, distinctive characteristics, birth stories, to his daily habits.

The majority of scholars agree that hadith occupies the second position after the Qur'an as a source of Islamic law. When a religious ruling is not elaborated in detail within the Qur'an—whether concerning the law itself, its implementation procedures, or exceptions to general verses—the hadith of the Prophet Muhammad (peace be upon him) serves as a reference to obtain more specific explanations. This explanation emphasizes that if a ruling in the Qur'an is general and lacks detailed technical guidelines, it is necessary to seek other verses that provide more specific clarification. If such detailed clarification is not available in the Qur'an, then the hadith becomes the next point of reference. Broadly speaking, hadith functions to

deepen and clarify the meaning of the Qur'anic verses. Due to its role as an interpreter, scholars categorize the explanatory functions of hadith into several distinct categories. Generally, there are four main explanatory functions (bayan), namely.

- 1) Bayan taqrir, This category includes hadiths that are explicitly mentioned or confirmed within the Qur'an.
- 2) Bayan tafsir, This involves the elaboration and interpretation of the general content of Qur'anic verses to provide detailed understanding.
- 3) Bayan tasyri', This comprises Islamic teachings and rulings that are not explained or detailed in the Qur'an.
- 4) Bayan nasakh

The Five Key Factors for Students' Success in Understanding the Subject of Qur'an and Hadith

The following are the five main prerequisites that students must possess in order to understand the subject of Qur'an and Hadith:

1. Students Have High Intelligence Levels

Generally, intelligence is the ability of a person, both mentally and physically, to respond to stimuli and adapt effectively to their environment. Intelligence does not

depend solely on the quality of the brain but also involves the role of various other organs. Nevertheless, the brain functions as the main control center of a human being. The intelligence possessed by students greatly influences their learning success. The higher their IQ, the greater the likelihood that students will achieve good academic performance. Conversely, students with lower intelligence levels tend to face greater obstacles in the learning process. A high basic intelligence allows a person to think more effectively in understanding lessons and solving problems quickly and accurately. However, if the basic ability is low, the learning process will feel more difficult and slow.

Intellectual intelligence includes the ability to optimize the functions of the brain, heart, and body, as well as a person's ability to interact effectively with their environment. Some of the main characteristics of intellectual intelligence are:

1. Skillfulness in observing carefully and quickly.
2. Ability to adapt to the environment.
3. Completing tasks one by one without complaints.
4. Consistently having daily motivation.
5. Ability to analyze problems and solve them accurately.
6. Courage to face failure and always think positively.

7. Capability to understand, predict, and interpret information well.¹⁴

Students with high intelligence tend to be able to solve new problems quickly, accurately, and effectively. Undoubtedly, this intellectual ability plays a key role in students' success in achieving the established competency standards.

2. Students Have Motivation in Learning

Motivation is an internal drive that originates within an individual—whether human or animal—that triggers certain behaviors. In this context, motivation functions as a source of energy that directs a person's actions. With the advancement of psychological studies, motivation is generally classified into two main types:

a). Intrinsic Motivation

This type of motivation originates from within the student to study earnestly. It may arise from a genuine interest in the subject matter or an awareness of the material's importance for their future. For example, a student who studies because they believe the lesson is beneficial for achieving their goals.

b). Extrinsic Motivation

This motivation comes from external factors. Examples include rewards such as praise or gifts, enforcement of

school rules and regulations, and role models provided by parents or teachers. These external incentives have been proven effective in enhancing students' activeness and enthusiasm for learning. Conversely, if both intrinsic and extrinsic motivations are absent or weak, students often lose enthusiasm in studying the material.

Motivation plays a crucial role in the learning process because it determines the level of effort and focus students demonstrate during learning activities. When motivated, students become enthusiastic and work harder to achieve their goals. According to Winarsih, motivation has two main functions, namely:

a. Encouraging students to be active

Every action a person takes is driven by an inner impulse, which we refer to as motivation. A student's level of enthusiasm in carrying out an activity largely depends on the strength of their motivation. For example, when a student strives to complete their assignments carefully and on time in order to achieve satisfactory grades, it demonstrates that they possess strong learning motivation.

b. As a guide

Essentially, every person's behavior is directed toward fulfilling needs or achieving certain goals. Motivation serves as

the driving force that encourages efforts to attain such achievements. Students who possess high learning motivation generally achieve optimal learning outcomes. Motivation plays a role in stimulating students' desire to continuously develop and enhance their understanding. According to Uno, learning motivation can be measured through several indicators:

a. The presence of desire and willingness to succeed

An internal drive that motivates a person to achieve success in the learning process is often referred to as the achievement drive. Students who have a strong spirit to succeed tend to complete their tasks well because they are guided by clear goals. They usually tend to submit assignments on time without the habit of neglecting deadlines.

b. The presence of drive and necessity in learning

Students often strive to perform tasks as best as possible to avoid failure. For example, a student diligently completes assignments out of concern for receiving punishment or poor grades if the tasks are left unfinished.

c. The presence of hope and future aspirations

A strong desire among students to achieve high grades or the best rank in class typically motivates them to study diligently and complete all teacher's assignments with dedication and a sense of responsibility.

d. The presence of rewards in learning

Providing appreciation in the form of verbal praise, actions, or rewards for students' learning outcomes is a simple yet effective method to motivate their enthusiasm for learning.

e. The presence of engaging activities in learning

Practical activities are a fun and interesting learning method. An exciting learning atmosphere makes the process more meaningful and easier to remember. Additionally, this approach can stimulate students' enthusiasm to be more active and involved in classroom activities.

f. The presence of a conducive learning environment¹⁵

Students' learning motivation can increase and their concentration can be well maintained if the learning environment is supportive, such as a clean, orderly, quiet classroom that provides comfort for the students.

Learning motivation is very important, therefore various strategies are

needed to enhance it among students. The following are ways to increase students' motivation in learning:

a. Stimulating Students

Students enjoy learning that is engaging and stimulating. This is one of the most challenging tasks for teachers: how to provide opportunities for students to participate freely, for example, by using methods such as brainstorming and challenges.

b. Providing Realistic Expectations

Besides delivering knowledge, the teacher's role is also important in providing hope to students. Hope here is not mere wishful thinking but a motivation about the future. Therefore, teachers must understand the students' academic history, including both their successes and failures. By doing so, teachers can assess whether the students' expectations are realistic, overly pessimistic, or too optimistic.

c. Providing Incentives

Teachers can offer incentives or rewards to students, such as praise or congratulations as a form of appreciation. Such incentives have proven effective in increasing students' motivation to learn.

d. Guiding Student Behavior

One of the teacher's responsibilities is to guide student behavior. Teachers need to respond wisely to students who tend to be quiet, cause disruptions, or speak out of turn in class. Approaches may include personal engagement, assigning tasks as a distraction, implementing agreements related to disciplinary actions aimed at raising awareness, and giving admonishments politely and kindly.¹⁶

3. Students Have an Interest in Learning

Every individual possesses varying tendencies or strong desires. This strong desire toward something is referred to as *interest*. According to Reber, interest in psychology is significantly influenced by various internal factors, such as one's focus, curiosity, expectations, and life needs. The level of an individual's interest in a particular subject can be measured by observing how attached they are to the object, situation, or learning environment. The following explanation elaborates on this idea:

- a) Related to the learning process itself. This includes the student's feelings, level of concentration, future hopes and aspirations, as well as all experiences encountered during the learning process.
- b) Related to the learning environment, such as the relationship between

students and their teachers, as well as other external factors surrounding the learning process.

- c) Related to the learning materials and supporting resources, which can be observed through students' notes, textbooks, and other relevant items.

Students' interest in learning can be viewed from three main perspectives:

1. Personal Interest

Personal interest refers to an individual's natural inclination toward certain subjects or areas they enjoy. This type of interest influences a student's motivation and persistence in learning. It arises intrinsically, without external pressure, and often stems from hobbies, personal satisfaction, or voluntary engagement in a particular field. Example: A student is interested in writing poetry and voluntarily reads it aloud.

2. Situational Interest

This type of interest does not develop naturally but is triggered spontaneously by specific circumstances or environmental stimuli. It is usually short-term, as it is not driven by internal motivation. Example: A student becomes interested in

astronomy because the teacher presents the topic in an engaging and exciting way.

3. Psychological Interest

Psychological interest is closely related to the sustained interaction between personal and situational interest. A student with this type of interest is likely to engage more deeply with the subject matter. This interest is evident through consistent enthusiasm, enjoyment, and a positive evaluation of the learning experience. Example: A student consistently shows excitement and a favorable attitude toward a particular subject, indicating a deeper and more lasting interest.¹⁷

According to Ahmad Susanti, there are two categories of students' interest in learning:

- a) Interest arising from internal factors.
This type of interest originates from within the individual and is often considered innate or hereditary. It reflects a natural tendency that exists since birth.
- b) Interest arising from external factors
This type of interest is influenced by external elements in the individual's environment, such as encouragement from parents, established habits, and prevailing traditions.

According to Abd. Rahman Shaleh, students' learning interest can be classified into two types based on the direction of their focus:

- a) **Intrinsic Interest;** This refers to an internal attraction that originates within the individual and is centered on the activity itself. It is natural and fundamental, such as when a student engages in learning out of genuine enjoyment of knowledge or pleasure in reading, rather than external rewards like praise or prizes.
- b) **Extrinsic Interest;** This type of interest arises from motivation toward the outcome or end goal of an activity. Typically, this interest may diminish or disappear once the goal is achieved. For instance, a student may study diligently to score 100 on a math test, but once that goal is accomplished, their enthusiasm for studying may decline.¹⁸

Similar to other scholars' perspectives, Mochammad Surya categorizes students' interest into three types:

1. Voluntary Interest is an interest that arises spontaneously and independently, without being influenced by external pressures or encouragement. It develops naturally from within the individual.
2. Involuntary Interest refers to interest

that emerges due to pressure or encouragement from external sources, particularly from teachers. It is not entirely self-initiated but still results in engagement.

3. Non-voluntary Interest is type of interest appears without the individual's own desire, often due to coercion or because of a loss of previously held interest. It may be temporary or inconsistent.¹⁹

According to Ahmad Susanto, students' learning interest can be identified through the following characteristics:

1. Interest develops alongside physical and mental growth. A person's interest may shift over time due to changes in their physical condition or evolving ways of thinking.
2. Interest is influenced by learning activities. When a person feels ready and prepared to learn, their interest in learning tends to increase.
3. Interest is affected by the amount of time spent learning. The more time someone devotes to studying, the greater their potential interest in the subject matter.
4. Culture serves as a contributing factor in shaping one's interest.
5. Interest is closely related to emotional feelings. When an individual perceives something as valuable, positive emotions arise, leading to a genuine interest in the subject.

According to Slameto, learning interest can be identified through the following characteristics:

- a) Students tend to maintain consistent focus and retain information related to subjects they have learned.
- b) Students feel joy and excitement toward topics they are interested in.
- c) They experience a sense of pride and satisfaction from engaging with those interests.
- d) Interest is reflected through active participation in various learning activities and agendas.²⁰

4. Students Receive Attention from Their Parents

Education does not only take place at school but also within the family environment. However, many parents still believe that educational responsibilities lie solely with the school. They often view their role as limited to fulfilling their children's physical needs—such as food, clothing, school supplies, and other material necessities. Due to demanding work

schedules from morning to night in pursuit of maximum income, parents frequently have little time to supervise or accompany their children in studying or playing. In fact, parental attention and support are essential for children to achieve the expected competency standards.

Every child's family situation is different, and this reality is sometimes hard for parents to accept. Although they may not express rejection directly, it can be reflected in their behavior—such as giving excessive praise to children who meet their expectations while ignoring or criticizing those who fall short. This form of favoritism deprives some children of the proper attention they need, thus becoming a barrier to achieving academic competence. This reinforces the idea that education does not begin at school, but rather starts within the family.

5. Teachers Use Appropriate Methods for Students

When teachers choose appropriate teaching methods, students tend to become more active, and their critical thinking skills are better developed. As a result, they can more easily understand and master the competency standards of the subject. On the other hand, if teachers rely solely on lectures or discussions without proper adjustment, the outcomes may be less effective. When teachers choose appropriate

teaching methods, students tend to become more active, and their critical thinking skills are better developed. As a result, they can more easily understand and master the competency standards of the subject. On the other hand, if teachers rely solely on lectures or discussions without proper adjustment, the outcomes may be less effective. Lecturing tends to make students passive and can hinder the development of critical thinking. Meanwhile, unstructured discussions are often dominated by students who are already advanced, can drift off-topic, and end up consuming too much time. Such conditions ultimately make it more difficult for students to achieve the expected learning competencies.

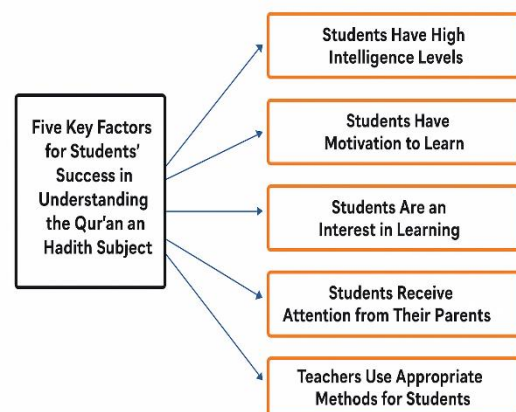


Figure 1. The Five Key Factors for Students' Success

Conclusion

The study of Al-Qur'an Hadith is a crucial component of Islamic religious education aimed not only at helping students read the Qur'an fluently but also at understanding its meaning, being able to

translate, memorize, and deeply appreciate selected verses and important hadiths. This subject also trains students to write verses correctly and fosters a love for Islamic teachings from an early age. Besides serving as a foundation for learning in madrasahs, the Al-Qur'an Hadith material is an essential provision for further education levels. Its primary goal is to cultivate an interest in reading the Qur'an and Hadith correctly, encourage students to explore their meanings, believe in their values, and apply them in daily life. For this reason, the position of Al-Qur'an Hadith is considered highly strategic in strengthening religious understanding among other subjects.

In madrasahs, the expected output from studying Al-Qur'an Hadith is mastering basic competencies. These competencies cover a variety of skills, ranging from reading to practicing the teachings contained therein. To achieve these learning goals, teachers are required to design and prepare relevant and effective learning approaches for delivering the material. Professional educators must be able to convey the content effectively and prepare appropriate learning resources and media to support the achievement of the formulated learning objectives. Five main factors contribute to students' success in understanding the Al-Qur'an Hadith subject: 1. Students' high intellectual ability, 2. Students' motivation to learn, 3. Students'

interest in learning, 4. Attention from students' parents, 5. Teachers' use of methods appropriate to students.

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Endnotes

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