Implementation of Active Learning Methods in Improving AlQur'an Understanding Among Students at the Sulaimaniyah Islamic Boarding School in North Sumatra

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Abstract

This study aims to analyze the implementation of active learning methods in improving the understanding of the Qur'an among students at Pondok Pesantren Sulaimaniyah, North Sumatra. The research uses a descriptive qualitative approach, which allows the researcher to explore indepth the dynamics of active learning in the pesantren. Data were collected through observations, interviews with the caretakers, teachers, and students, as well as documentation of the curriculum and learning materials. Data analysis was carried out using a qualitative approach, including data reduction, narrative presentation, and drawing conclusions. The findings are expected to provide an overview of the effectiveness of active learning methods in enhancing the understanding of the Qur'an and the challenges faced during its implementation at Pondok Pesantren Sulaimaniyah. This study is expected to contribute to the development of more innovative and applicable Qur'anic learning methods in pesantren.

Keywords: Methods, Active Learning, Understanding, Qur'anic, Pesantren.

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Introduction

Islamic religious education, especially in the context of Islamic boarding schools, plays a very strategic role in shaping the character and spiritual qualities of students. Amidst rapid developments, the challenge of strengthening religious values, especially understanding of the Holy Qur'an, is growing. Islamic boarding schools, as educational institutions that prioritize a religion-based curriculum, play a key role in maintaining and developing a deep understanding of the Qur'an. A good understanding of the Qur'an is not limited to memorization (tahfidz), but also includes understanding its meaning, interpretation, and application of its teachings in everyday life (Wicaksono et al., 2021).

A deep understanding of the Qur'an is essential to develop students who not only have the ability to read and memorize the Qur'an, but also have the skills to implement its teachings in facing the increasingly complex challenges of life. Therefore, it is important for educators in Islamic boarding schools to create an innovative and effective learning environment. One method that is considered effective in improving understanding of the Qur'an is the active learning method. The active learning method aims to involve students directly in every stage of learning, not only as passive listeners, but as active participants who are able to interact with the subject matter, think critically, and find solutions to the problems they face. (Charles Rangkuti, Rustam Ependi, Muhammad Yunan Harahap, 2024).

Active learning offers a different approach compared to traditional learning methods, which tend to focus solely on the delivery of material by the teacher to the students. In the context of Al-Qur'an learning, this method can involve students in discussions, question and answer sessions, role-playing, and other collaborative activities that allow them to not only memorize verses from the Al-Qur'an, but also understand and apply their meaning in the context of their social lives.

The implementation of active learning methods at the Sulaimaniyah Islamic Boarding School in North Sumatra is relevant because this boarding school has a long-standing teaching tradition, but with the changing times, there is a need to renew the way the Qur'an is taught so that students can more easily understand and apply its teachings in their daily lives. Sulaimaniyah Islamic Boarding School, which has students from various backgrounds and levels of understanding, is an ideal place to implement this method. This study aims to explore how active learning methods can improve the students' understanding of the Qur'an at the boarding school, as well as to identify the challenges and successes encountered during its implementation (Oktaviani et al., 2019).

Islamic boarding schools are educational institutions whose main function is to teach Islam, with the aim of producing a generation that is not only fluent in reading the Qur'an, but also has a deep understanding of the values contained therein. However, amid the rapid development of the times, the process of learning the Qur'an in Islamic boarding schools faces various challenges, one of which is the tendency to use traditional methods that tend to prioritize memorization without delving into the meaning and context of the verses being taught (Athoillah & Wulan, 2019).

Traditional methods such as sorogan (one-on-one learning between students and teachers) and wetonan (group learning) are effective for teaching the recitation of the Qur'an, but they are less than optimal in improving understanding and application of the teachings of the Qur'an in real life. More interactive learning based on active participation from students is needed to overcome this problem. Therefore, active learning methods are expected to be a solution to improve a more comprehensive understanding of the Qur'an, both in terms of understanding its meaning and interpretation, as well as the application of its teachings in social and personal life (Sudarmanto et al., 2023).

At the Sulaimaniyah Islamic Boarding School, active learning methods have been implemented as an alternative to improve the quality of Al-Qur'an learning. However, the extent to which this method is effective in improving Quranic understanding among students remains a question that needs further research. Against this background, this study aims to evaluate the

effectiveness of active learning methods in improving Quranic understanding among students at the Sulaimaniyah Islamic Boarding School.

Literature Review A. Active Learning Methods

Active learning methods refer to an approach in which students do not merely play the role of passive listeners, but are actively involved in every stage of the learning process. Unlike traditional learning methods, which focus more on the delivery of material from the teacher to the students without directly involving them, active learning utilizes various techniques that encourage students to think critically, discuss, interact with the material, and work collaboratively in developing their understanding (Fitri, 2020).

In active learning, students are encouraged to actively explore their own knowledge through various methods that create interactive and more meaningful learning experiences. For example, group discussions, role-playing, simulations, and case studies can be used to make learning materials more relevant and lively. This method requires the direct involvement of students in every learning process, which not only accelerates the understanding process but also improves their critical skills in relation to the material being studied (Sonia & Harahap, 2024).

The importance of active learning methods in teaching the Qur'an lies in their ability to facilitate students' deeper understanding of the messages contained in the holy book. This method provides students with the opportunity to not only memorize verses from the Qur'an, but also to explore their meanings, contexts, and applications in everyday life. Through this participatory learning approach, students can more easily remember the verses of the Qur'an and their applications because they are truly involved in the process of understanding the content of the Qur'an directly. Some techniques that are often applied in active learning methods include (Hidayat et al., 2020):

1) Group Discussion. In discussions, students are given the opportunity to exchange opinions, share their understanding of verses from the Qur'an, and solve problems related to the interpretation of certain verses.
2) Question and Answer. With this technique, students are invited to answer questions posed by teachers or their peers regarding their understanding of the Qur'an, which forces them to think critically.
3) Simulation and Role-Playing. This technique allows students to play a role in situations relevant to verses from the Qur'an, so that they can directly experience the application of the teachings of the Qur'an in everyday life.
4) Case Studies. Students are given situations or problems related to the teachings of the Qur'an and are asked to analyze and provide solutions based on the interpretation of the Qur'an.

The application of active learning methods in the context of Al-Qur'an learning in Islamic boarding schools can facilitate students in understanding Islamic teachings in a more contextual and applicable manner. For example, when studying the interpretation of Qur'anic verses related to social life, students can be invited to discuss the relevance of these teachings to the social situations they encounter in their daily lives. Thus, the learning process is not only focused on theoretical aspects, but also on practical applications that are easier for students to accept and understand (Taqwa, 2019).

B. Understanding the Qur'an

Understanding the Qur'an is the ability to not only read or memorize the verses of the Qur'an, but also to understand the meaning contained in each verse and apply it in daily life. In the context of education in Islamic boarding schools, understanding the Qur'an is not only related to reading, but also to the ability to understand tafsir (interpretation) and explore the context and purpose contained therein (Charles Rangkuti, Rustam Ependi, 2023).

Understanding the Qur'an can be grouped into two main aspects: linguistic understanding and contextual understanding. Linguistic understanding relates to the ability to understand the

language used in the Qur'an, which consists of Arabic with various levels of meaning and nuances. Meanwhile, contextual understanding relates to understanding the social, historical, and cultural conditions in which the verses of the Qur'an were revealed, as well as how these verses are relevant to the situation of Muslims today.

One way to improve understanding of the Qur'an is to use an interpretive approach that examines the verses of the Qur'an based on the historical and social context at the time they were revealed. This interpretation is important because it can provide deeper insight into the original meaning of the verse and how it can be applied in modern times. For example, in understanding verses related to the rules of zakat, santri need to understand that zakat is not only about the obligation to pay a portion of one's wealth, but also about how this concept relates to social welfare in society. By understanding the historical context and the situation of Muslims at that time, santri can more easily see the relevance of these teachings in their lives (Iqbal, 2019).

Understanding the Qur'an is not just a matter of context or interpretation. A good understanding also requires students to explore the universal values contained in the Qur'an and relate them to various aspects of daily life. In this case, active learning methods play an important role. Active learning allows students to be more involved in solving problems relevant to their lives by referring to the teachings of the Qur'an. For example, by holding discussions or case studies on social issues in society, students can learn how to apply the principles of the Qur'an in that context.

Active learning that emphasizes contextual understanding and application is expected to enable students to not only memorize the texts of the Qur'an, but also to have a deep understanding of its meanings and teachings. Through this deep understanding, they will be better prepared to apply the teachings of the Qur'an in their daily lives and become better individuals in their social lives (Hidayat et al., 2020).

C. Learning the Qur'an at Islamic boarding schools

Islamic boarding schools, as institutions of Islamic education, have a very distinctive tradition in teaching the Qur'an. In pesantren, the Qur'an is not only studied as a text that must be read and memorized, but also as a guide to life that must be understood, internalized, and applied in daily life. Therefore, the learning methods used in pesantren are crucial to the success of achieving these goals. The methods used in learning the Qur'an in Islamic boarding schools are sorogan and wetonan. In the sorogan method, students read the Qur'an in front of their teachers or mentors to receive direct guidance on reading with correct tajwid. In the wetonan method, a group of students read the Qur'an together, and the teachers provide guidance in turns. Both methods focus more on learning to read the Qur'an and mastering memorization (Hapsari, 2025).

Although the sorogan and wetonan methods are effective in teaching reading and memorization, these methods tend to be less than optimal in helping students understand the meaning and interpretation of the Qur'an. Therefore, there is a need to develop more innovative learning methods, such as active learning, to improve students' understanding of the Qur'an.

Active learning in Islamic boarding schools allows students to be more involved in the teaching and learning process, so that they can understand the Qur'an more comprehensively. Through discussions and question and answer sessions, students can more easily understand the context and meaning of the verses they are learning. By using active learning methods, students do not just memorize texts, but can also explore and apply the values contained in the Qur'an in their daily lives.

The application of active learning methods is also in line with the times, which demand more dynamic learning that is relevant to the needs of social life. With this method, Islamic boarding schools can continue to maintain the essence of in-depth Qur'anic learning, while adapting to the times and the needs of students. Therefore, it is important for caregivers and teachers in Islamic boarding schools to continue to develop innovative teaching methods so that

the main objective of Qur'anic education, namely to create a generation that understands and practices the contents of the Qur'an, can be better achieved (Gustriani & Kholis, 2024).

The application of active learning methods in teaching the Qur'an at Islamic boarding schools, particularly at the Sulaimaniyah Islamic Boarding School, can have a significant impact on improving students' understanding of the Qur'an, as well as enriching the learning process to be more contextual and applicable. Thus, students will not only become experts in reading the Qur'an, but will also be able to apply the teachings of the Qur'an in their lives.

Research Methodology

This study uses a qualitative approach with a descriptive research type that aims to describe and analyze the implementation of active learning methods in improving the understanding of the Qur'an among students at the Sulaimaniyah Islamic Boarding School (Sugiyono, 2013). This approach was chosen because it allows researchers to explore in depth the processes and dynamics of active learning applied in Islamic boarding schools, as well as to understand the perceptions and experiences of students, caregivers, and teachers regarding the effectiveness of this method. The main focus of this study is to gain a comprehensive understanding of the application of this method in the context of Al-Qur'an learning in Islamic boarding schools.

This research was conducted at the Sulaimaniyah Islamic Boarding School located in North Sumatra, a boarding school that has had a long-running Al-Qur'an learning program. This boarding school has a diverse range of students with different backgrounds and levels of understanding, providing an opportunity to analyze how active learning methods can be applied at various levels of understanding. As an established educational institution, the Sulaimaniyah Islamic Boarding School is an ideal place to study the application of active learning methods in improving the understanding of the Qur'an among students.

In collecting data, this study used three main techniques, namely observation, interviews, and documentation. Observations were made by directly observing the learning process that used active methods in classrooms or groups. Interviews were conducted with caregivers, teachers, and students to find out how they viewed and experienced active learning in the context of the Qur'an. In addition, documentation will be used to analyze the curriculum and learning materials applied at the Sulaimaniyah Islamic Boarding School. The collected data will then be analyzed using qualitative analysis techniques, which include data reduction, presentation of data in an easily understandable narrative form, and drawing conclusions based on research findings (Satori, 2009).

Results

This study successfully explored and described the implementation of active learning methods in the context of teaching the Qur'an at the Sulaimaniyah Islamic Boarding School in North Sumatra. Based on analysis conducted through observation, interviews with caregivers, teachers, and students, as well as a review of the curriculum and learning materials used, this study found that the application of active learning methods at this boarding school was quite effective in improving the students' understanding of the Qur'an.

One of the main findings in this study is the application of active learning methods that include various interactive techniques, such as group discussions, question and answer sessions, role-playing, and simulations. These methods provide space for students to not only be passive listeners in the learning process, but also to actively participate in exploring the meaning, interpretation, and application of the teachings of the Qur'an. Group discussion techniques, for example, allow santri to exchange their understanding of the verses being studied. Through these discussions, they can more easily understand the interpretation and context of these verses in everyday life. In some cases, question and answer sessions also encourage santri to think more critically about the material being taught and develop their analytical skills.

Simulations and role-playing are also learning techniques that greatly help students understand the teachings of the Qur'an in an applicable way. With this method, they can directly experience how the teachings of the Qur'an can be applied in social life, such as in daily interactions, family management, or even in decision making.

This makes learning the Qur'an no longer limited to memorization, but also involves a deep understanding and application of Islamic teachings in various contexts. In terms of understanding the Qur'an, this study shows that students who are involved in active learning methods are better able to relate the verses of the Qur'an to real-life situations.

They not only memorize Qur'anic verses, but also understand the context and purpose of each verse. The application of active methods also allows students to explore and delve deeper into the meaning contained in each verse they learn, and apply it in a more relevant and contextual way.

However, although the application of this active learning method has shown positive results, this study also found several challenges that must be faced in its implementation. One of the main challenges is the limited time available for each learning session. Learning that involves group discussions, simulations, and question and answer sessions requires more time than traditional learning methods that focus more on memorization. In addition, although all students have the same potential, differences in their backgrounds and levels of understanding can affect the success of this method. Therefore, a more flexible and adaptive approach is needed so that this method can be optimally applied across all levels of student understanding.

Here are some important points from the study on the implementation of active learning methods in teaching the Qur'an at the Sulaimaniyah Islamic Boarding School:

1) Research shows that active learning methods are effective in improving understanding of the Qur'an among students. Techniques used include group discussions, question and answer sessions, role-playing, and simulations that allow students to actively participate in learning.
2) It helps students exchange their understanding of Qur'anic verses, facilitating their comprehension of the interpretation and context of the verses in everyday life. It encourages students to think critically and develop analytical skills regarding the material. It enables students to experience the application of the teachings of the Qur'an in social life, family life, and decision-making.
3) Students involved in active learning are better able to relate Quranic verses to real-life situations and understand the context and purpose of each verse. Learning is not limited to memorization, but also involves deep understanding and relevant application of Islamic teachings.
4) Active learning requires more time than traditional methods that focus more on memorization. This difference can affect the success of active learning methods, thus requiring a flexible and adaptive approach.
5) A more flexible and adaptive learning approach is needed to ensure the success of this method at various levels of student understanding.

The application of active learning methods in the context of teaching the Qur'an at the Sulaimaniyah Islamic Boarding School has proven effective in improving students' understanding of the Qur'an. This is in line with educational theories which state that learning that involves the active participation of students in every stage of the teaching and learning process will result in a deeper and more meaningful understanding. (Ismaraidha et al., 2024). In this context, active learning not only provides students with the opportunity to understand the text of the Qur'an, but also to explore its meaning and apply its teachings in their daily lives.

The active learning methods implemented at the Sulaimaniyah Islamic Boarding School, such as group discussions and simulations, provide space for students to discuss, share knowledge, and find a deeper understanding of the verses of the Qur'an. This learning allows students to better understand the historical, social, and cultural contexts behind the verses of the Qur'an, as well as apply its teachings in real-life situations. This shows that active learning

methods are not only effective in improving understanding of the Qur'an, but also in shaping better character in students, equipping them with critical thinking skills and the ability to face life's challenges with the principles of the Qur'an (Rahayu Dwi Utami, Munisa, 2020).

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The diversity in the level of understanding among students also needs to be considered in applying this method. Some students may need more time to understand certain concepts, while others may be quicker. Therefore, a more personalized and focused approach needs to be applied to ensure that every student can access and understand the material well.

The use of technology or multimedia-based learning methods can also be a solution to overcome differences in students' abilities and backgrounds in understanding the material. This study shows that active learning methods can be a very effective alternative in improving students' understanding of the Qur'an at the Sulaimaniyah Islamic Boarding School.

This method not only helps students understand the meaning and interpretation of the Qur'an, but also encourages them to apply its teachings in their daily lives. This interactive and participation-based learning allows students to explore and understand the Qur'an in a more contextual and relevant way, so that they can become better individuals in facing various challenges in life.

Based on the findings and discussion above, this study provides several recommendations that can help the Sulaimaniyah Islamic Boarding School improve the effectiveness of its active learning methods. First, it is important to adjust the curriculum and time management so that active learning methods can be implemented optimally without sacrificing the quality of other learning activities.

Second, training and skill development for caregivers and teachers in managing active learning needs to be carried out regularly so that they can implement this method more effectively and efficiently. Third, the use of learning technology, such as multimedia-based learning applications, can be integrated to support the active learning process, especially to overcome differences in the students' levels of understanding.

By implementing these recommendations, it is hoped that the Sulaimaniyah Islamic Boarding School can continue to develop more innovative and applicable methods of teaching the Qur'an, as well as produce a generation of students who are not only fluent in reading the Qur'an, but also understand and practice its teachings in their daily lives.

Conclusion

This study provides a clear picture of the success of implementing active learning methods in teaching the Qur'an at the Sulaimaniyah Islamic Boarding School in North Sumatra. Based on the analysis conducted, it was found that this method succeeded in improving the students' understanding of the Qur'an in a more in-depth and practical manner. The application of interactive techniques such as group discussions, question and answer sessions, role-playing, and simulations allowed students to become more involved in the learning process and enabled them to relate the verses of the Qur'an to their daily lives. Although the results of the study showed a positive impact, challenges such as time constraints and differences in students' levels of understanding must be taken into account to ensure the optimal success of this method's implementation.

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