Innovative Learning: Scientific Approach to Deepen Understanding of Marfu' Hadith

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ABSTRACT

This study examines the implementation of the Scientific Approach in enhancing students' understanding of Marfu' Hadith concept in Islamic Senior High School Unggulan KH. A. Wahab Hasbullah. Pre-test and post-test results analysis reveals a significant improvement in students' comprehension after the adoption of the Scientific Approach. Initially, pre-test scores averaged 48.30, indicating limited understanding due to unfamiliarity with the material and difficulty in answering questions. However, post-test results showed a notable increase, with all students achieving an average score of 76.07. This substantial enhancement underscores the effectiveness of the Scientific Approach in deepening students' understanding of Marfu' Hadith. The findings highlight the importance of innovative teaching methodologies, such as the Scientific Approach, in promoting comprehensive comprehension of complex religious concepts among students, thus contributing to the advancement of education in Islamic studies.

Keywords: Marfu' Hadith; Scientific Approach; religious education; teaching methodology

INTRODUCTION

In recent years, educational paradigms have been continuously evolving to cater to the dynamic needs of learners (Kinshuk et al, 2016). The incorporation of a scientific approach in teaching methodologies has gained considerable attention as it fosters critical thinking, problem-solving skills, and a deeper understanding of the subject matter (Akben, 2020). This introduction aims to delve into the background of the issue, explore the intricacies of the problem, and elucidate the gap between the desired educational outcomes and the current practices in the field of teaching *Marfu' Hadith* to XI grade students at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah.

The study of Hadith occupies a pivotal position in Islamic education, serving as a primary source of religious guidance and jurisprudence. Traditionally, the teaching of Hadith has been characterized by rote memorization and passive reception of information, which may hinder students' engagement and comprehension. Recognizing the limitations of conventional teaching methods, educators have increasingly advocated for the integration of innovative pedagogical approaches to enhance learning outcomes and cultivate critical thinking skills among students.

Despite the importance of Hadith studies, there exists a significant gap between the traditional teaching methods employed in many Islamic educational institutions and the contemporary educational needs (Hoque et al, 2019). The conventional approach often prioritizes memorization of texts over conceptual understanding and application. This pedagogical model may lead to superficial comprehension and limited retention among students, failing to instill a genuine appreciation for the subject matter.

Moreover, the static nature of traditional teaching methods may not effectively cater to the diverse learning styles and preferences of students in the digital age. As such, there is a pressing need to explore alternative instructional strategies that resonate with the dynamic socio-cultural landscape and technological advancements of the 21st century (Azwar et al, 2023).

The aspiration to implement a scientific approach to teaching *Marfu' Hadith* material at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah emanates from the desire to bridge the disparity between educational ideals and the realities observed in the classroom. While the institution is committed to nurturing holistic development and academic excellence among its students, the prevailing pedagogical

practices may not fully align with these objectives.

In practice, educators may encounter challenges related to student engagement, comprehension, and retention when employing traditional teaching methods. The passive transmission of knowledge through lectures and recitations may inhibit students' active participation and critical thinking skills (Wahyuni et al, 2023). Consequently, there is a need to revitalize the teaching-learning process by integrating innovative methodologies that foster inquiry, experimentation, and collaborative learning experiences (Lestari, 2019).

The call for implementing a scientific approach in teaching *Hadith* material is buttressed by theoretical frameworks and empirical evidence from educational psychology, pedagogy, and cognitive science. Scholars such as Jean Piaget, Lev Vygotsky, and John Dewey have emphasized the significance of active learning, scaffolding, and hands-on experimentation in facilitating meaningful learning experiences (Maksum & Purwanto, 2019).

Furthermore, recent research in the field of education has underscored the effectiveness of the scientific approach in enhancing student engagement, conceptual understanding, and problem-solving abilities across various disciplines. Studies conducted by Zagoto & Dakhi (2018) and Sari et al (2022). have demonstrated the positive impact of inquiry-based learning and experiential activities on students' academic performance and attitudes towards learning.

In conclusion, the implementation of a scientific approach in teaching *Marfu' Hadith* material at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah represents a paradigm shift towards learner-centered pedagogy and holistic education. By addressing the background of the problem, the deepening of the problem, and the gap between what the researcher expected and the reality in the field, this initiative seeks to revitalize the teaching-learning process, foster critical thinking skills, and cultivate a deeper appreciation for the religious texts among students. Through the integration of theory, relevant facts, and recent research findings, this introduction lays the groundwork for further exploration and implementation of innovative educational practices in Islamic pedagogy.

METHOD

This research employed the One Group Pretest-Posttest Design, an experimental approach utilizing a single group of subjects, measuring them both before (pre-test) and after (post-test) the intervention. The difference between these two measurements is regarded as the treatment effect. The study was conducted at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah. The target population comprised all students enrolled in Class XI Social Sciences during the even semester of the 2022/2023 academic year at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah. A sample of 30 students from Class XI IPS 3 at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah was selected for this study. Data collection involved administering a concept understanding test, which included multiple-choice and descriptive questions, conducted in two phases: pre-test and post-test.

Data analysis utilized descriptive statistical techniques to provide an overview of student learning outcome achievements. This involved calculating the percentage of correct answers obtained by students relative to the maximum score possible, following the categorization of student success rates as per Sugiono (2014).

Table 1. Category Level of Success of Students

Level of Success (%)	Category
81-100	Very high
66-80	Good
56-65	Enough
0-55	Not enough

While the increase in students' understanding of concepts was analyzed using the results of the pre test and post test, using the normality test (N-Gain) with the formula (Meltzer, 2002 in Prihatiningtyas, 2020):

$$\langle g \rangle = \frac{\langle S_{post} \rangle - \langle S_{pre} \rangle}{100\% - \langle S_{pre} \rangle}$$

N-Gain criteria (increasing students' understanding of concepts), can be seen in Table 2 below.

Table 2. Categorization of Gain

Value Interval Gain Value (N-Gain)	Category
N-Gain ≥ 0,7	High
0,3 ≤ N-Gain < 0,7	Moderate
N-Gain < 0,3	Low

RESULT AND DISCUSSION
Result

This research was conducted at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah. The subjects of this study were students of Islamic Senior High School Unggulan KH. A. Wahab Hasbullah, namely class XI IPS 3 for the 2022/2023 academic year. Details of the number of students in class XI IPS 3 totaling 30 students. The subject matter taught in this study is material of *Marfu' Hadith*. The research design used was a re-treatment design (one group pretest and posttest design). One group pretest and posttest design, is an experimental design that uses only one group of subjects (single case) and takes measurements before being given treatment (pretest) and after being given treatment (posttest). This research was conducted to determine the ability of students' understanding of concepts.

Table 3. Pre-test, post-test, and N-Gain values

No.	Name	Pretest	Posttest	N-Gain	category
1	Respondents 1	62	71	0.24	Low
2	Respondents 2	71	77	0.21	Low
3	Respondents 3	49	73	0.47	Moderate
4	Respondents 4	34	73	0.59	Moderate
5	Respondents 5	47	75	0.53	Moderate
6	Respondents 6	42	66	0.41	Moderate
7	Respondents 7	60	73	0.33	Moderate
8	Respondents 8	70	81	0.37	Moderate
9	Respondents 9	28	53	0.35	Moderate
10	Respondents 10	60	68	0.20	Low
11	Respondents 11	34	65	0.47	Moderate
12	Respondents 12	37	77	0.63	Moderate
13	Respondents 13	45	75	0.55	Moderate
14	Respondents 14	60	75	0.38	Moderate
15	Respondents 15	43	79	0.63	Moderate
16	Respondents 16	43	81	0.67	Moderate
17	Respondents 17	52	74	0.46	Moderate
18	Respondents 18	48	77	0.56	Moderate
19	Respondents 19	60	75	0.38	Moderate
20	Respondents 20	18	73	0.67	Moderate
21	Respondents 21	35	47	0.18	Low
22	Respondents 22	45	77	0.58	Moderate
23	Respondents 23	44	86	0.75	Tall
24	Respondents 24	55	84	0.64	Moderate
25	Respondents 25	59	76	0.41	Moderate
26	Respondents 26	62	73	0.29	Low
27	Respondents 27	47	86	0.74	Tall
28	Respondents 28	22	82	0.77	Tall
29	Respondents 29	64	90	0.72	Tall
30	Respondents 30	55	89	0.76	Tall
	Average Value Of	48.30			
	Posttest Average Value Of	76.07			
	The Average Value Of N-Gain Is	0.51			

The data collected in this study are pre-test and post-test scores relating to the test of students' conceptual understanding of the material after learning with Scientific Approach to Deepen Understanding of *Marfu' Hadith*. The test was conducted to determine the extent to which students can achieve learning objectives and know the understanding of students related to the knowledge/concepts they have mastered. Concept understanding test for the pretest questions in the form of 25 multiple choice questions and 5 description questions, while for the posttest namely 30 multiple choice questions and 5 essay questions with cognitive domains C1, C2, C3, and C4. In this study, the test was carried out twice, namely the initial test (pretest) and the final test (posttest). Table 4.1 describes the results of the pre-test and final test (posttest), while in summary the results of the concept understanding test can be seen in Table 3.

Discussion

The outcomes of the examinations conducted by students, specifically the pre-test and post-test results, are depicted in Table 3. The pre-test scores reveal that a limited number of students have attained proficiency in PAI subjects, evident from scores exceeding the KKM threshold of 75. Table 4 illustrates the comprehension level of students prior to engaging in the Scientific Approach for Enhancing Understanding of *Marfu' Hadith*. The pretest score categorization is presented in Table 4.

Table 4. Pretest Value Classification Results

No.	Value	Frequency	Category
1.	90 – 100	0	Very good
2.	75 – 89	0	Good
3.	60 – 74	10	Poor
4.	45 – 59	10	Very poor
5.	0 - 44	10	Very poor

According to Table 4, it is evident that there are no students who have comprehended the material in the categories of very good or good. Conversely, there are 10 students who still lack understanding of the material, and 20 students who have not reached completion, falling into the categories of very low and extremely low. Based on the outcomes of this initial assessment, the researcher aims for an improvement in students' conceptual grasp, with one proposed method being the implementation of the Scientific Approach to Enhance Understanding of *Marfu' Hadith*. Following instruction utilizing this approach, the results are detailed in Table 3. Subsequently, Table 5 illustrates the number of students who have attained comprehension of the concept after the application of the Scientific Approach to Enhance Understanding of *Marfu' Hadith*. The classification of post-test scores is presented in Table 5.

Table 5. Post test value classification results

No.	Value	Frequency	Category
1.	90 – 100	1	Very good
2.	75 – 89	17	Good
3.	60 – 74	10	Poor
4.	45 – 59	2	Very poor
5.	0 - 44	0	Very poor

According to Table 5, it is evident that 18 students have comprehended the material excellently or well. However, 10 students still lack understanding, while 2 participants fall into the very low comprehension categories. The researcher defined understanding as achieving a post-test score higher than the pre-test, surpassing the minimum passing grade of 75. Hence, Table 5 demonstrates that students have grasped the concept, as reflected by the number of students scoring very good or good grades. This indicates the effectiveness of the Scientific Approach in enhancing comprehension of *Marfu' Hadith* among students.

In Table 3, the average N-Gain value is calculated at 0.51, categorizing it as medium. This value signifies a notable improvement in the understanding of *Marfu' Hadith* concepts among students at Islamic Senior High School Unggulan KH. A. Wahab Hasbullah. The N-Gain value itself is derived from the analysis of pre-test and post-test results. To summarize, the outcomes of the concept comprehension assessment are also depicted in Figure 1 below.
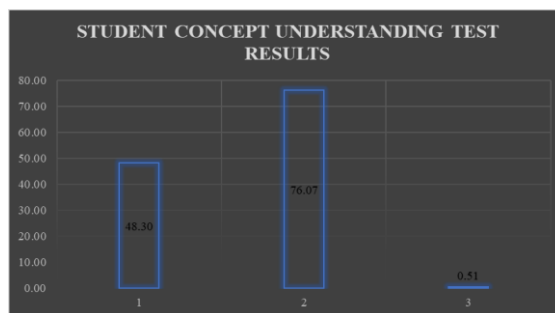
Figure 1**.** Graph of students' concept understanding test results

According to Figure 1, the analysis of pre-test and post-test results regarding the comprehension of *Marfu' Hadith* concept in Islamic Senior High School Unggulan KH. A. Wahab Hasbullah indicates a significant improvement. As illustrated in Figure 1, the pre-test scores averaged 48.30, reflecting a limited grasp of concepts due to unfamiliarity with the material and uncertainty in answering questions. However, following the implementation of the Scientific Approach to Enhance Understanding of *Marfu' Hadith,* the post-test results revealed a notable increase, with all students achieving an average score of 76.07. These findings underscore the positive impact of utilizing the Scientific Approach in enhancing students' comprehension of *Marfu' Hadith*.The scientific approach may not always engender motivation among students to learn *Marfu' Hadith* for several reasons. Firstly, the traditional perception of *Marfu' Hadith* as a religious subject might not inherently align with the interactive and inquiry-based nature of the scientific approach.

Students may perceive the subject matter as rigid or non-conducive to experimentation and exploration, thus dampening their enthusiasm for learning. Secondly, the complexity and depth of *Marfu' Hadith* may pose challenges in applying the scientific approach effectively. Unlike subjects with tangible phenomena, understanding and interpreting Hadith often require deep cultural and historical context, which may not always lend itself well to the structured process of scientific inquiry. Additionally, the lack of innovative instructional materials or methodologies tailored specifically for *Marfu' Hadith* within the scientific approach framework could contribute to student disengagement. Without relevant and stimulating resources, students may struggle to connect with the material and consequently lose motivation.

Furthermore, the absence of personal relevance or perceived utility of *Marfu' Hadith* in students' lives may diminish their motivation to engage with the subject, regardless of the instructional approach used. If students fail to see the practical application or significance of learning *Marfu' Hadith,* they may struggle to find intrinsic motivation to invest time and effort in understanding it. In summary, the scientific approach may not effectively motivate students to learn *Marfu' Hadith* due to perceived mismatch with the subject matter, challenges in application, lack of suitable instructional resources, and perceived relevance or utility issues (Sintawati, 2014).

Based on the outcomes of both the pre-test and post-test, an analysis was conducted to ascertain the improvement in students' comprehension of concepts, employing a normality test (N-Gain). The average N-Gain value recorded in this research stands at 0.51, indicating a moderate level of enhancement. The observed increase in students' comprehension is attributed to their engagement with the Scientific Approach to Deepen Understanding of *Marfu' Hadith* during the learning sessions.

Identifying the appropriate methodology within the teaching and learning framework can foster an effective and enjoyable learning environment, facilitating students' reception and assimilation of information. From the foregoing discussion, it can be inferred that employing the Scientific Approach to deepen understanding of *Marfu' Hadith* as an instructional tool contributes positively to enhancing students' grasp of concepts.

CONCLUSIONS

In conclusion, the analysis of pre-test and post-test results regarding the comprehension of *Marfu' Hadith* concept in Islamic Senior High School Unggulan KH. A. Wahab Hasbullah demonstrates a significant improvement after the implementation of the Scientific Approach. The initial pre-test scores indicated a limited understanding among students, as evidenced by the average score of 48.30, reflecting challenges in grasping unfamiliar concepts and answering questions effectively. However, following the adoption of the Scientific Approach, the post-test results showed a remarkable enhancement, with all

students achieving an average score of 76.07. This substantial increase underscores the effectiveness of the Scientific Approach in deepening students' understanding of *Marfu' Hadith.* Therefore, these findings highlight the importance of employing innovative teaching methodologies, such as the Scientific Approach, to enhance learning outcomes and promote a more comprehensive understanding of complex religious concepts among students.

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