

Systematic Literature Review (SLR) Al-Qur'an-Hadith Subjects at Madrasas

Nurbani

Head of MTsN Rantauprapat, Sumatera Utara, Indonesia
nurbaninurbani46@gmail.com, kartiniharahap515@gmail.com

Abstract

Al-Qur'an-Hadith is one of the subjects that must be taught to students at the Madrasah Tsanawiyah level, from the ibtidaiyah / diniyah Awaliyah level, tsanawiyah to the level of 'aliyah. Like other subjects, the subjects of the Qur'an-Hadith were also chosen as the object of research. Of course, in addition to being useful in answering related questions, it can also be useful as a reference material for research that raises the same issue, it is even expected to contribute to improving the problem-solving abilities of teachers and students in this subject in the madrasa environment as an Islamic Religious Education institution. This study uses the SLR (Systematic Literature Review) method. Data collection is done by documenting all articles that have similar research and are related to this title. The articles used in this study were 11 national journal articles indexed by DOAJ, Sinta, Garuda, Moraref, Neliti, Base, Crossref, Copernicus and Google Scholar. Based on this research, it is concluded that in general, the problems of the subjects of the Qur'an Hadith are still dominated by the problem of teacher competence and the success of students in following the teaching and learning process. Based on a review of the literature selected in this study, it was found that teacher competence plays an important role, especially in designing learning and inculcating good values for students as the main target in learning the Qur'an Hadith, namely being able to realize it in everyday life.

Keywords

Subjects; Qur'an-hadith; madrasas



I. Introduction

The problem of student delinquency in various forms which some people then associate the causal factors with the inability of educators (teachers) in schools to transform ethical values and have not been able to shape the character of students. Some people also criticize the participation of Islamic Religious Education (GPAI) teachers in shaping students' morals which are considered weak and have not been able to transform the substantial values of Islamic teachings. (Aziz, 2002 in Yasin, 2011:158). Significantly, that student delinquency is often associated as a result of the teacher's inability to transform ethical values and the formation of student character.

From this situation, it is then justified that efforts are needed to increase the competence of teachers, including PAI teachers in madrasas, because madrasas are special educational institutions that were born and developed in the Muslim community, so that the characteristics of the tradition of applying Islamic values must be visible in this institution. PAI teachers in madrasas are considered as key holders in carrying out the learning process, mentoring, and training students. The quality of learning is highly dependent on the quality of

the teacher. (Yasin, 2011:158). From this statement, it is explained that the quality of teachers greatly determines the quality of learning.

Another problem that underlies research related to the subjects of the Qur'an Hadith in madrasas is the problem of learning. The attitude of students is called less attention by the teacher in the learning process on each material being taught. The teacher of the Qur'an Hadith develops more in the cognitive domain (memorization, ability or skill). While the realm (attitude of acceptance) is very rarely done, let alone development through character values in its application. (Katili, 2018:84) This expression explains that, more specifically, the teacher's inability to affect the affective aspect, namely developing and applying character values from the Qur'an Hadith subjects in madrasas.

The learning design made by a Qur'an Hadith teacher at a madrasa also received a place in the research. The origin is that learning design is very helpful for teachers in the learning process, delivery of material will be systematic, use the right time, and facilitate the achievement of learning objectives. This is in line with the objectives of learning the Qur'an-Hadith as stated in the Regulation of the Minister of Religion (Permenag) RI Number 2 of 2008 are: a. Increase students' love of the Qur'an-Hadith; b. Equipping students about the arguments contained in the Qur'an; and hadith as guidelines in addressing and dealing with life; c. Improve understanding and introduction to the contents of the Qur'an and Hadith based on the knowledge of the Qur'an and Hadith. Hence, teachers need to prepare themselves with plans that facilitate the achievement of learning objectives. A good and attractive design is expected to motivate students to be proactive in responding to teacher explanations and explanations. Learning design is also very important in order to create comfortable and fun learning, directed and facilitate the achievement of learning objectives. To improve the quality of learning Al-Qur'an-Hadith, it takes the performance and creativity of a teacher in designing learning. (Gahu, 2012: 8-10).

The learning is aimed at reconstructing students who are looking for information and finding out knowledge that is able to solve problems, cooperate, and tolerate diversity. If the desire is successful in a satisfying way, it will increase students' self-confidence as well as a high sense of responsibility and civilized humans who can identify themselves with stable, independent personalities and have emotional stability with intellectual knowledge. (Pradana, D. et al. 2020)

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standards of Academic Competence and Teacher Competence, it is explained that: Academic Qualifications of SD/MI, SMP/MTs, and SMA/MA teachers are a minimum of four diploma (D-4) or bachelor (S-1) . In this National Educator Quality Assurance (PMPN) it is also stated that: Teachers must master four main competencies, namely pedagogical, personality, social, and professional. These four competencies are integrated in teacher performance.

Teacher competence according to Government Regulation (PP) No. 19 of 2005 concerning National Education Standards, the government has formulated four types of teacher competencies, namely: 1). Pedagogic Competence, which is the ability to manage students (including understanding educational insights or foundations, understanding students, developing curriculum/syllabus, designing learning, implementing educational and dialogical learning, evaluating learning outcomes, developing students to actualize various potentials owned); 2). Personality Competence, namely personality abilities (including noble, steady, stable, and mature, wise and wise; being an example, evaluating one's own performance; developing oneself, being religious); 3). Social Competence, is the ability of educators as part of the community to communicate orally and in writing, use communication and information technology functionally, interact effectively with students, fellow educators,

education staff, parents/guardians of students; and get along politely with the surrounding community; 4). Professional Competence, namely the ability to master learning material broadly and deeply which includes concepts, structures, and scientific/technology/art methods that are overshadowing/coherent with teaching materials, teaching materials in the school curriculum, the relationship between concepts related to the application of scientific concepts in everyday life. -day; and professional competence in a global context while preserving national values and culture. (Pelangi, 2018: 290-291) In summary, PP No.

Specifically for pedagogic competence, a teacher plays an important role in the quality of learning. This is evidenced through student achievement. Of course, this will affect the success of education. Therefore, the Qur'an Hadith teacher must be able to have pedagogic competence considering that learning the Qur'an Hadith is an effort so that students understand the content of the Qur'an and Hadith and can then practice it. (Saruji, 2020:101). In addition to the problem lies in the competence of the teacher, other factors that can underlie the problem of the success of students in participating in the teaching and learning process include: physical, psychological, social, economic, curriculum, infrastructure, teachers, and methods and strategies in learning factors. Learning the Qur'an Hadith must be able to be taught in a fun and engaging way. Because the Qur'an and Hadith.

II. Research Methods

This study uses the method Systematic Review (SR) or so-called Systematic Literature Review (SLR). Kiteley and Stogdon (2016), Wee and Banister (2016) in Nursalam, 2020:6-9) define, SR or SLR is a systematic way to collect, critically evaluate, integrate and present findings from various research studies on research questions or topics which are interesting. The SLR provides a way to assess the level of quality of existing evidence on a question or topic of interest. The SLR provides a broader and more accurate level of understanding than traditional literature reviews (Delgado-Rodríguez and Sillero-Arenas, 2018). SLR requires a more rigorous and well-defined approach, is more comprehensive and sets out in detail the timeframe within which the literature is selected (Richardson Dr. et al., 2013). The SLR method is carried out systematically by following stages and protocols that allow the article writing process to avoid bias and subjective understanding of the researcher. The types of SR are: Systematic Literature Review, Literature Review, Scoping Review, Traditional Review, Systematic Mapping Study, Narrative Review, Argumentative Literature Review, and Theoretical Literature Review.

III. Results and Discussion

3.1 Al-Qur'an Hadith Subjects

Al-Qur'an Hadith subjects in the madrasa environment have various problems which are then studied in many studies from various aspects. Nevertheless, the studies that have been carried out need to be reviewed in order to identify, analyze, compare, evaluate and synthesize important things that are considered still relevant to be developed in the future. From various studies selected from indexed national journals, the problems faced by madrasas related to the subjects of the Qur'an Hadith are very diverse. Learning the Qur'an Hadith is one of the subjects of the Islamic Religious Education (PAI) family, the Qur'an Hadith is a way of life for Muslims, so studying the Qur'an Hadith correctly is absolutely necessary, and it is also important for teachers of the Qur'an Hadith to have competence so that learning objectives can be achieved. (Srifariyati, 2015:273).

Thus, it is clear that the subject of the Qur'an is an effort to shape the character of students who require teaching materials that suit the needs and characteristics of students.

3.2 Madrasas

Madrasas are educational institutions with an Islamic pattern and have become institutions that have an important contribution to participate in educating the nation. The large number of madrasas in Indonesia and the large number of students in each madrasa make this institution worthy of consideration in relation to nation building in the fields of education and morals. Madrasas at each level have four subjects specifically in Islamic religious education, namely moral aqidah, fiqh, al-Quran hadith and Islamic cultural history, each of which can complement each other and have close links. Al-Quran Hadith, apart from being a subject that emphasizes good and correct reading and writing skills, also the ability to understand the Koran and hadith as the two main guidelines of Islam so that they can understand their textual and contextual meaning, which can then be applied to everyday life. Learning the Koran Hadith cannot be separated from the evaluation carried out by educators. (Said, Hardiyanti, 2019:134) From this statement, it is clear that madrasas as Islamic educational institutions contribute to educating the nation and building the nation's morality.

Of the eleven literatures that have been reduced from various literatures that have been collected from search engines, in this section it can be stated that there are a number of related variables related to subjects and levels of madrasas in the research literature on the subjects of the Qur'an Hadith in madrasas, as shown in table 1, below:

Table 1. Table of Other Variables Related to Subjects and Madrasah Levels in Research on Al-Qur'an Hadith Subjects in Madrasas

No	Researcher (Year)	Research Title	Variable	Level	Location
1	Yasin, Ahmad Fatah (2011)	<i>Pedagogical Competency Development of Islamic Religious Education Teachers in Madrasahs (Case Study at MIN Malang I).</i>	<i>Islamic Religious Education Teacher Pedagogy</i>	MI	Poor
2	Buna'i (2012)	<i>Management of Al Qur'an Hadith Learning at MAN Pamekasan.</i>	<i>Learning Management</i>	MA	Pakistan
3	Gahu, Muhammad Basri (2012)	<i>Al-Qur'an-Hadith Learning Design in an Effort to Improve the Quality of Learning at MAN I Makassar</i>	<i>Learning Design</i>	MA	Makassar
4	Srifariyati (2015)	<i>Qualification of Qur'an Hadith Teachers in Madrasahs.</i>	<i>Teacher Qualification</i>	MI, MTs, MA	-
5	Fadliyanur, F (2017)	<i>Application of Active Learning Strategy in Learning the Qur'an Hadith at MTS Al-Istiqomah Floating Banjarmasin City.</i>	<i>Application of Active Learning Strategy in Learning</i>	MTs	Banjarmasin

6	Hidayah, Nur Syafa'atul (2017)	<i>Development of Teaching Materials Through a Scientific Approach for Class VII Qur'an Hadith Subjects at MTS Negeri Krian Sidoarjo</i>	<i>Development of Teaching Materials Through Scientific Approach</i>	MTs	Sidoarjo
7	Katili, Titi (2018)	<i>Revitalizing Character Values in Improving Learning Attitudes Students in Al-Qur'an Hadith Subjects.</i>	<i>Revitalizing Character Values in Improving Learning Attitudes Learners</i>	MTs	Gorontalo
8	Rainbow, Herman (2018)	<i>Teacher Competence in Managing Learning Al Qur'an Hadith at MAS Sheikh Ahmad Basyir Parsariran Batang Toru.</i>	<i>Teacher Competence in Managing Learning</i>	MA	Batangtoru, Tapsel
9	Hardiyanti (2019)	<i>Development of Assessment Instruments for Learning Outcomes of the Qur'an Hadith at Madrasah Aliyah Negeri 3 Makassar</i>	<i>Development of Learning Outcomes Assessment Instruments</i>	MA	Makassar
10	Wisdom, Nurul (2019).	<i>The Influence of Teacher Competence on Student Achievement in Al-Qur'an Hadith at Madrasah Tsanawiyah Madani Alauddin.</i>	<i>The Influence of Teacher Competence on Learning Achievement</i>	MTs	Gowa
11	Saruji, Husen and Jumiaty (2020).	<i>Pedagogic Competence of Al Qur'an Hadith Teachers in Improving Student Learning Outcomes at MTs Negeri Maiwa, Enrekang Regency.</i>	<i>Teacher's Pedagogic Competence in Improving Student Learning Outcomes</i>	MTs	Maiwa, Enrekang

From table 1 which has been shown above, it can be seen that this study covers the journal literature published between 2011-2019. Based on the search keywords related research literature and subjects of the Qur'an Hadith and madrasas, and after doing the reduction and selection obtained 11 (eleven) articles that are most relevant. In general, it is known that the selected research titles are related to teachers and learning related to teacher problems, including teacher competence, including titles related to pedagogic competence and teacher qualifications. The titles of literature related to learning relate to learning design, learning management, active learning strategies, development of teaching materials, learning attitudes, development of learning outcomes assessment instruments and learning achievements.

If seen from Madrasah level studied, of the 11 articles reviewed, it is known that only 1 (one) article specifically examines the subjects of the Qur'an Hadith at Madrasah Ibtidaiyah, 5 (five) studies at the Madrasah Tsanawiyah level (MTs) and 4 (four) articles at the Madrasah Aliyah (MA) level. While 1 (one) other article is general in nature, covering MI, MTs, and MA. From the side of the research location, it was identified that the research locations were

in 4 studies located in the Province of South Sulawesi (2 Makassar, 1 Gowa and 1 Maiwa-Enrekang) 3 studies in East Java (1 Malang, 1 Pamekasan and 1 Sidoarjo), each 1 study in South Kalimantan (1 Banjarmasin), Gorontalo (1) and North Sumatra (1 Batangtoru-Tapanuliselatan) and 1 other article not based on field research.

Furthermore, in terms of methods and results, from the eleven literatures that were reduced from various literatures that were collected from search engines, the methods and research results related to subjects and madrasah level in the literature are as shown in table 2 below:

Table 2. Table of Research Methods and Results
Al-Qur'an Hadith Subjects at Madrasas

No	Researcher (Year)	Research Title	Method	Research result
1	Yasin, Ahmad Fatah (2011)	<i>Pedagogical Competency Development of Islamic Religious Education Teachers in Madrasahs (Case Study at MIN Malang I).</i>	Qualitative	The development of the pedagogic competence of Islamic Religious Education (PAI) teachers is carried out through: (1). Develop a development plan based on self-evaluation of the teacher's abilities; (2). Various training activities, workshops, seminars, discussions, workshops, bringing in experts, regular meetings between teachers related to themes and aspects of learning management, actively conducting CAR research in order to improve the quality of learning and at the same time continuing to master education level; (3). Involvement of many parties, both the government, madrasahs and teachers concerned. The development of PAI teacher pedagogic competence has positive implications for improving the quality of learning with indicators: (1) There is an improvement in the learning process in accordance with the demands of the modern learning world; (2) There is an improvement in teacher performance in learning so that it has implications for the quality/achievement of student learning outcomes, both academic and non-academic. (p.148)
2	Buna'i (2012)	<i>Management of Al Qur'an Hadith Learning at MAN Pamekasan.</i>	Qualitative	The learning management carried out by the teacher is: (1) Making a good plan, the indicators, the existence of a lesson plan that is owned; (2) Develop or formulate learning objectives properly in the form of competency standards and basic competencies, (3) Prepare subject matter to be delivered (4) Determine learning methods and media to be used; (5) Prepare assessment techniques, self-made questions to be used in learning. Preparation in learning makes teachers more prepared and mature in teaching, and more confident. Learning is carried out well, sometimes in the classroom, sometimes in the laboratory according to the subject matter presented. The

				<p>teachers have good ability in teaching, the indicator is that the teacher is able to open and close the lesson well and skillfully, is able to present the material well and straightforwardly, builds interaction in learning well, uses teaching methods well. The teaching methods used are varied and motivate students to learn actively. The teacher uses the PAKEM method, which can motivate students to enjoy learning. Learning media is also used properly, the indicators are the use of media or teaching aids that are relevant to basic competencies and subject matter. The teacher gives students the opportunity to ask questions about the subject matter that they do not understand. The teacher concludes the subject matter presented and invites students to pray. Skilled teachers make it easier for students to understand the subject matter. The teacher evaluates the implementation of learning well at the end of each lesson delivered, on daily tests, in the middle of the semester and at the end of the semester. The assessment techniques used are written tests, oral tests, practical tests, and assignments. Oral tests are carried out at each completion of face-to-face lessons, written tests, practical tests and assignments are carried out on daily, mid-semester and end-semester tests. The assessment is carried out objectively and simply according to the student's ability, indicators, corrections and scoring are given according to the existing answers, the test results are returned to students so that students know the results they have achieved. (p.190-191) oral tests, practical tests, and assignments. Oral tests are carried out at each completion of face-to-face lessons, written tests, practical tests and assignments are carried out on daily, mid-semester and end-semester tests. The assessment is carried out objectively and simply according to the student's ability, indicators, corrections and scoring are given according to the existing answers, the test results are returned to students so that students know the results they have achieved. (p.190-191) oral tests, practical tests, and assignments. Oral tests are carried out at each completion of face-to-face lessons, written tests, practical tests and assignments are carried out on daily, mid-semester and end-semester tests. The assessment is carried out objectively and simply according to the student's ability, indicators, corrections and scoring are given according to the existing answers, the test results are returned to students so that students know the results they have</p>
--	--	--	--	--

				achieved. (p.190-191) test results are returned to students so that students know the results they achieved students. (p.190-191) test results are returned to students so that students know the results they achieved students. (p.190-191)
3	Gahu, Muhammad Basri (2012)	<i>Al-Qur'an-Hadith Learning Design in an Effort to Improve the Quality of Learning at MAN I Makassar</i>	Quantitative	Learning design is done by: 1). Making lesson plans by teachers before teaching (some are classic and need development) considering that students have different abilities, attitudes, backgrounds, and environments. Analysis of needs, abilities, and problems faced by students is needed as an indicator of design teachers. The analysis makes it easier for teachers to make relevant designs, facilitates problem solving and the achievement of effective-efficient learning objectives; 2). Provide supporting factors and minimize learning inhibiting factors. Supporting factors include the internet network in the school environment, the formation of a teaching team as an alternative to the inactive MGMP, and the support and motivation of the principal to always develop self-competence, either through formal education to continue their studies or through trainings and seminars. Inhibiting factors include limited library references, limited learning media, limited ability of teachers to operate media and software and factors of students who do not know/less fluent in reading the Qur'an; 3. Efforts taken to overcome teacher barriers in developing learning designs are: Submitting an application to the Ministry of Religion for additional books in the library, learning tools in the form of learning media and software, but the results are not optimal. To improve the ability of teachers, madrasa principals motivate teachers to continue their studies to a higher level, send teachers to take turns in competency development training, and even the school also sometimes holds training internally by inviting speakers from outside and professionals. For students who do not have the ability to read and write the Qur'an, they are required to take private lessons three times a week which is held in Madrasas. This research has implications for efforts to: develop knowledge and insight, minimize the obstacles faced, and conduct evaluations, increase teacher human resources; development of learning media, collaboration, and active communication between the madrasah and the school committee and the surrounding community; Development of learning design as an effort to improve the quality of learning. (p.105-108) For students who do not have the ability to read and write the

				<p>Qur'an, they are required to take private lessons three times a week which is held in Madrasas. This research has implications for efforts to: develop knowledge and insight, minimize the obstacles faced, and conduct evaluations, increase teacher human resources; development of learning media, collaboration, and active communication between the madrasah and the school committee and the surrounding community; Development of learning design as an effort to improve the quality of learning. (p.105-108) For students who do not have the ability to read and write the Qur'an, they are required to take private lessons three times a week which is held in Madrasas. This research has implications for efforts to: develop knowledge and insight, minimize the obstacles faced, and conduct evaluations, increase teacher human resources; development of learning media, collaboration, and active communication between the madrasah and the school committee and the surrounding community; Development of learning design as an effort to improve the quality of learning. (p.105-108) development of learning media, collaboration, and active communication between the madrasah and the school committee and the surrounding community; Development of learning design as an effort to improve the quality of learning. (p.105-108) development of learning media, collaboration, and active communication between the madrasah and the school committee and the surrounding community; Development of learning design as an effort to improve the quality of learning. (p.105-108)</p>
4	Srifariyati (2015)	<i>Qualification of Qur'an Hadith Teachers in Madrasas.</i>	Literature review	<p>Teacher qualification is carried out with four competencies, namely pedagogic, professional, personal (personality) and social. Professional competence: Teachers must master the competence of Qur'an Hadith material from reading and writing, recitation of tajwid, ulumul Qur'an, ulumul hadith, translation and understanding the contents of verses or hadiths, and apply them in daily life. Personality competence: the teacher has moral credibility, dedication in the task, mental maturity (maturity). Pedagogic competence: Teachers have technical skills in teaching and are able to generate the ethos and motivation of students in learning and achieving success. With these qualifications, teachers are expected to be able to carry out their duties as educators and teachers, starting from planning learning programs, providing examples, moving the ethos</p>

				of students, to carry out evaluations, and create an Islamic learning climate and learning environment. (p.294)
5	Fadliyanur, F (2017)	<i>Application of Active Learning Strategy in Learning the Qur'an Hadith at MTS Al-Istiqomah Floating Banjarmasin City.</i>	Qualitative	The implementation of active learning strategies by teachers is carried out using the Card Sort, Index Card Match and Team Quiz strategies, these three strategies are strategies that are often used when learning the Qur'an Hadith. The implementation process is carried out in three stages, namely: a. Planning, (the teacher formulates learning objectives, determines materials, determines strategies, determines written media in RPP learning; b. Implementation, which runs smoothly, although there are some obstacles such as students who are still not paying attention when the teacher explains, and how to the implementation of a strategy that is slightly different from the theory, but still implemented c. Evaluation, carried out, the implementation time after studying several sub-chapters, through pre-test and post-test (p.14)
6	Hidayah, Nur Syafa'atul (2017)	<i>Development of Teaching Materials Through a Scientific Approach for Class VII Qur'an Hadith Subjects at MTS Negeri Krian Sidoarjo</i>	Quantitative	The design for the development of teaching materials through a scientific approach was developed using the ADDIE development model. The introduction section consists of an introduction, a table of contents, instructions for use, and a concept map of core competencies and basic competencies. The content section consists of the title of the subject matter, KI – KD, indicators of achievement and learning objectives, description of the material consisting of context (pictures), questions and orders (evaluation). Evaluation is carried out through authentic assessment which is equipped with remedial and enrichment programs. At the end (closing) a bibliography is presented and ends with a back cover in the form of a profile of the developer of teaching materials. In accordance with the purpose of developing teaching materials to determine the effectiveness of teaching materials developed in learning, the use of teaching materials has an effect on increasing student learning outcomes. This is evidenced by the good response of students with the average pre-test score of 65 and post-test of 81.9 and the acceptance of the alternative hypothesis with a t-table calculation greater than t-count, namely 10.92 - 2.060. (p.110-112)
7	Katili, Titi (2018)	<i>Revitalizing Character Values in Improving</i>	Quantitative	The revitalization of character values on students' learning attitudes can be carried out with various approaches, including: (1) providing advice and motivation and providing

		<i>Learning Attitudes Students in Al-Qur'an Hadith Subjects.</i>		educational sanctions or punishments for students; (2) instilling good values because by providing guidance that can shape the character of students, (3) fixing supporting facilities and infrastructure and establishing cooperation with parents of students. In an effort to revitalize character values, teachers need to continue to motivate students so that the desired character values can be realized; Collaborate with fellow teachers in applying the character values that are grown, including in learning (p.100).
8	Rainbow, Herman (2018)	<i>Teacher Competence in Managing Learning Al Qur'an Hadith at MAS Sheikh Ahmad Basyir Parsariran Batang Toru.</i>	Qualitative	Teacher competence in managing learning is categorized as low because it is considered lacking in: conducting pretests, paying attention to specific learning objectives (TPK), using apperception, conducting free tests, using learning methods, using media, providing follow-up learning; Efforts to increase competence are carried out by: Cultivating teacher creativity, attending workshops, suggesting teachers continue their education to a higher level, attending seminars or training, attending workshops and training held by the government and private parties, participating in programs that are attempted by the school. , read the relevant book. Teachers always try to share or dialogue with more experienced people to add insight and knowledge. (p.300-301)
9	Hardiyanti (2019)	<i>Development of Assessment Instruments for Learning Outcomes of the Qur'an Hadith at Madrasah Aliyah Negeri 3 Makassar</i>	System (model)	The results of the development of learning outcomes assessment instruments in the cognitive domain were carried out through a multiple-choice test package 1 with 5 answer choices, 28 questions; multiple choice test package 2 with 5 answer choices, 26 questions. The results of the content and empirical validity calculations show that the cognitive domain assessment instrument is declared suitable for use with an internal consistency of 0.93 and a reliability index of 0.939. Development of learning outcomes assessment instruments in the affective domain, in the form of a self-assessment scale, with 27 statement items, 4 choices of Likert scale values, namely always, often, sometimes and never. The results of the content and empirical validity calculations show that the affective domain assessment instrument is declared feasible to use with an internal consistency of 0.96 and a reliability index of 0.906; Development of learning outcomes assessment instruments in the psychomotor domain in the form of performance, with 13 statement items accompanied by an assessment rubric. The results of the content and empirical

				validity calculations show that this psychomotor domain assessment instrument is declared feasible to use with an internal consistency of 1. (p.137)
10	Wisdom, Nurul (2019).	<i>The Influence of Teacher Competence on Student Achievement in Al Qur'an Hadith at Madrasah Tsanawiyah Madani Alauddin.</i>	Quantitative (Survey)	The role of the teacher (pedagogical competence and professionalism) has a major influence on student achievement as much as 64.9%. The better the competence of a teacher, the better the learning achievement that will be obtained by students. (p.40)
11	Saruji, Husen and Jumiati (2020).	<i>Pedagogic Competence of Al Qur'an Hadith Teachers in Improving Student Learning Outcomes at MTS Negeri Maiwa, Enrekang Regency.</i>	Qualitative	The pedagogical competencies of the Qur'an Hadith teachers are: (1) Understanding students well, having patience, being communicative, and being able to find solutions to students' problems in learning. (2) Utilizing technology in learning; (3) Evaluating learning outcomes well, namely by developing the assessment instrument used. The strategy used to improve student learning outcomes can be seen from the activeness of students during the teaching and learning process with learning outcomes that on average have reached the KKM. (p.107-109)

From table 2 which has been shown above, it can be identified that in terms of the approach used in the research that is the source of the literature in this review, it consists of 5 qualitative articles, and 4 quantitative articles, while the other two articles are not explicitly stated regarding the approach and research methods, but from the descriptions and discussions carried out it can be identified that 1 other research is a literature review (theoretical) and 1 other article is a mixed method with a systems approach (model development).

From the results of the research identified from the 11 articles, it was identified that broadly speaking, research with keywords in the subjects of the Qur'an and Hadith and madrasas consisted of teacher and learner competence issues. In more detail, several points can be described as follows:

3.3 Development of Pedagogic Competence of Qur'an Hadith Teachers in Madrasas

As educators and teachers, teachers must carry out learning program planning, provide examples, mobilize the ethos of students, to carry out evaluations, and create an Islamic learning climate and learning environment. The teacher is very instrumental in the teacher's learning achievement of students. The better the competence of a teacher, the better the learning achievement that will be obtained by students. Competence includes pedagogic, professional, personal (personality) and social competencies.

Participate in various activities to increase human resource capacity and competence in order to improve the quality of learning; improve the learning process in accordance with the demands of the modern learning world; improve teacher performance in learning. Teacher

competencies in managing learning include being identified by the presence of a pretest, paying attention to specific learning objectives (TPK), using apperception, conducting free tests, using learning methods, using media, and providing follow-up learning. There are efforts to increase competence paying attention to specific learning objectives (TPK), using apperception, holding free tests, using learning methods, using media, providing follow-up learning. There are efforts to increase competence paying attention to specific learning objectives (TPK), using apperception, holding free tests, using learning methods, using media, providing follow-up learning. There are efforts to increase competence.

In revitalizing character values towards the learning attitudes of participants, teachers need to approach, among others: (1) providing advice, motivation, or sanctions; (2) instilling good values; and (3) fixing supporting facilities and infrastructure, and establishing cooperation with parents of students and fellow teachers.

3.4. Learning

In learning management, teachers need to: (1) make good plans with the existence of lesson plans; (2) Develop or formulate learning objectives; (3) Prepare subject matter (4) Determine learning methods and media; (5) Prepare assessment techniques.

Learning design is done by: 1). Make lesson plans before teaching; 2). Provide supporting factors and minimize learning inhibiting factors. 3) Overcoming teacher barriers in the development of learning designs. The design of the development of teaching materials needs to be developed systematically and according to the ability of student acceptance. Learning strategies need to be applied during planning when formulating learning objectives, determining materials, determining written media in lesson plans. The development of learning outcomes assessment instruments in the cognitive, affective and psychomotor domains needs to be continuously developed so that they are more relevant to use.

IV. Conclusion

In general, research shows the importance of teacher competence, especially in designing learning. In addition, the selected literature shows that inculcating good values in students is the main target in learning the Qur'an Hadith, namely being able to realize it in everyday life.

Based on the results and discussions that have been described above, it can be concluded that the subjects of the Qur'an Hadith do not have an adequate place in the realm of research. In terms of issues, research is still limited to the scope of teacher competence and learning design. In terms of methodology, although it has been strictly selected from indexed journals, studies related to the Qur'an Hadith subjects in madrasas still have a number of weaknesses, including in distinguishing between approaches, methods and techniques. In addition, the analysis carried out has not described the answers proposed in the study. Furthermore, in terms of describing and presenting the results of organized data, it is still not efficient.

References

- 24428280, 81-101.
- Agama Islam di Madrasah (Studi Kasus di MIN Malang I). *Jurnal el-Qudwah* 1 (5), April 2011, 157-181. <https://dx.doi.org/10.18860>
- Agustus 2015, ISSN (e-ISSN): 2086-3462 (2548-6993), 271-295. <https://doaj.org/toc/2548-6993>
- Buna'i (2012). Manajemen Pembelajaran al Qur'an Hadits di MAN Pamekasan. *Jurnal Fadliyanur*, F (2017). Penerapan Strategi Active Learning dalam Pembelajaran Qur'an
- Gahu, Muhammad Basri (2012). Desain Pembelajaran al Qur'an-Hadis dalam Upaya Hadis Siswa di Madrasah Tsanawiyah Madani Alauddin. *Jurnal Lentera Pendidikan*, Pusat Penelitian LPPM UM METRO, 4 (2), December 2019, ISSN 2541-2922 (Online) ISSN 2527-8436 (Print), 35-45. <http://dx.doi.org/10.24127/jlpp.v4i2.1084>
- Hadits di MAS Syekh Ahmad Basyir Parsariran Batang Toru. *Jurnal Muaddib* 3 (2), 288-303, <http://dx.doi.org/10.31604/muaddib.v2i2.270>
- Hadits di MTS Al-Istiqomah Pengembangan Kota Banjarmasin. *Jurnal Tarbiyah Islamiyah*, 7 (2), Juli-Desember 2017, ISSN: 2088-4095, 1-16.
- Hardiyanti (2019). Pengembangan Instrumen Penilaian Hasil Belajar al Quran Hadis di Hariyati, Rr. Tutik Sri (2010). Mengenal Systematic Review Theory Dan Studi Kasus, *Jurnal Keperawatan Indonesia*, 13 (2), Juli 2010, 124-133
- Hasil-Hasil Penelitian (Sebuah Pengantar), *Buletin Penelitian Sistem Kesehatan*, 13 (4), Oktober 2010: 326-333.
- Hidayah, Nur Syafa'atul (2017). Pengembangan Bahan Ajar Melalui Pendekatan Hikmah, Nurul (2019). Pengaruh Kompetensi Guru Terhadap Prestasi Belajar al Qur'an
- Katili, Titi (2018). Revitalisasi Nilai-Nilai Karakter dalam Meningkatkan Sikap Belajar Madrasah Aliyah Negeri 3 Makassar, Pascasarjana UNM. PEP. *Jurnal algalzali*, 1 (2). <https://doi.org/10.24567/aijer.v1i2.306>
- Manajemen Pendidikan Islam 6 (2), Agustus 2018, ISSN: 23386673 EISSN:
- Meningkatkan Hasil Belajar Peserta Didik di MTS Negeri Maiwa Kabupaten Enrekang. *Jurnal Istiqra'* 7 (2) Maret 2020, 99-109.
- Meningkatkan Mutu Pembelajaran di MAN I Makassar (Tesis). Bidang Studi Pendidikan Islam, Program Pascasarjana UIN Alauddin Makassar.
- Nursalam et al. (2020). Pedoman Penyusunan Literature dan Systematic Review.
- Pradana, D. et al. (2020). Nasionalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 4026-4034.
- Pelangi, Herman (2018). Kompetensi Guru Dalam Mengelola Pembelajaran al Qur'an Peserta Didik Pada Mata Pelajaran al-Qur'an Hadits. *Jurnal Tadbir: Jurnal Priyantini, Diah (ed.), Fakultas Keperawatan Universitas Airlangga, Surabaya, ISBN: 978-623-7522-41-6.*
- Saintifik Mata Pelajaran al Qur'an Hadits Kelas VII di MTS Negeri Krian Sidoarjo (Tesis). Program Studi Pendidikan Agama Islam, Pascasarjana Universitas Islam Negeri Sunan Ampel, Surabaya.
- Saruji, Husen dan Jumiati (2020). Kompetensi Pedagogik Guru al Qur'an Hadis dalam Siswanto (2010). Systematic Review Sebagai Metode Penelitian Untuk Mensintesis Sosial Humaniora (JSH), 5 (2), November 2012, 158-192. DOI: <http://dx.doi.org/10.12962/j24433527.v5i2.617>
- Srifariyati (2015). Kualifikasi Guru Qur'an Hadits di Madrasah. *Jurnal Madaniyah* 2 (9), Yasin, Ahmad Fatah (2011). Pengembangan Kompetensi Pedagogik Guru Pendidikan