

## Implementation of The Use of Thematic-Based Al-Qur'an Learning Media In Elementary Schools

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### Abstract

*This research aims to investigate the implementation of the use of thematic-based Al-Qur'an learning media in grade 4 students at SD Islam Plus Asy Syafiyah. The research method used is a qualitative approach by collecting data through classroom observations, interviews with teachers, and questionnaires to students. The research results show that the implementation of thematic-based Al-Qur'an learning media in the school has been carried out in a structured and planned manner. Teachers use various types of learning media, such as videos, images, interactive stories, and educational games, which are adapted to the learning theme being studied. Students show a positive response to the use of thematic-based Al-Qur'an learning media, with a high level of interest and enthusiasm. They consider this learning media to help them understand and apply the teachings of the Koran in their daily lives. Teachers report that the implementation of thematic-based Al-Qur'an learning media is effective in increasing students' understanding of the teachings of the Al-Qur'an. They also face several challenges, such as limited technological resources and limited time. To overcome these challenges, efforts are needed to increase access to adequate technological resources and provide training to teachers in developing and implementing thematic-based Al-Qur'an learning media. This research contributes to the understanding of the implementation of the use of thematic-based Al-Qur'an learning media for grade 4 students at SD Islam Plus Asy Syafiyah. It is hoped that the results of this research can become a basis for schools to increase the effectiveness of Al-Qur'an learning at the elementary school level. Apart from that, this research can also provide guidance and inspiration for other schools who want to adopt a similar approach to learning the Al-Qur'an.*

**Keywords:** *Implementation, thematic-based learning media, Al Qur'an learning*

### Introduction

In the world of education, several components affect learning activities, one of which is media and learning resources. For this reason, teachers need to adjust the teaching materials and learning strategies that will be used with the conditions of students.

Empowerment and utilization of modules to support learning is a necessity, not only to improve the quality and effectiveness of learning, but more importantly to improve the mastery of material from both teachers and students.



infographics that illustrate the verses of the Qur'an related to the environment and how to apply them in everyday life.<sup>6</sup>

In addition, the use of thematic-based learning media can also be done in other themes such as noble character, social, economic, or cultural. For example, in the theme of noble morals, students can learn Qur'anic verses that teach about praiseworthy traits and how to develop them in themselves. Teachers can use learning media such as interactive stories, games, or art projects to help students understand and internalize these teachings.<sup>7</sup>

The use of thematic-based Qur'anic learning media not only enriches Qur'anic learning, but also improves linkages with other subjects. For example, in certain themes, teachers can integrate Qur'anic learning with subjects such as Indonesian language, cultural arts or science. This will provide a holistic and comprehensive learning experience for students.<sup>8</sup>

In implementing the use of thematic-based Qur'anic learning media, it is important for teachers to plan carefully and choose learning media that

are appropriate to the theme and level of student understanding. Learning media should be interesting, interactive, and in accordance with Islamic principles. In addition, teachers need to provide opportunities for students to actively participate in learning, such as group discussions, problem solving, or presentations.<sup>9</sup>

Thus, the implementation of the use of thematic-based Qur'anic learning media in elementary schools has great potential to increase the effectiveness of Qur'anic learning. Through integrating the Qur'an in various learning themes, students can more easily understand and apply Islamic teachings in their daily lives. Teachers as learning facilitators need to be creative in choosing and using learning media that are relevant and interesting for students.<sup>10</sup>

Religious education has an important role in shaping students' character and spiritual values. In the context of Islamic education, the Qur'an is the main source of teachings that must be understood and practiced by every Muslim. Therefore, it is important for Islamic schools to develop effective

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<sup>6</sup> Salmah Fa'atin, "PEMBELAJARAN QUR'AN HADITS DI MADRASAH IBTIDAIYAH DENGAN PENDEKATAN INTEGRATIF MULTIDISIPLINER" 5, no. 2 (2017).

<sup>7</sup> Ar Rasikh Ar Rasikh, "Pembelajaran Al-Qur'an Hadits Di Madrasah Ibtidaiyah: Studi Multisitus Pada Madrasah Ibtidaiyah Negeri Model Sesela Dan Madrasah Ibtidaiyah At Tahzib Kekait Lombok Barat," *JURNAL PENELITIAN KEISLAMAN* 15, no. 1 (November 25, 2019): 14–28, <https://doi.org/10.20414/jpk.v15i1.1107>.

<sup>8</sup> Eva Zulvi Wityastuti et al., "Implementasi Penggunaan Media Pembelajaran Digital di Masa Pandemi COVID-19," *Jurnal Penelitian Inovatif* 2, no. 1 (January 17, 2022): 39–46, <https://doi.org/10.54082/jupin.39>.

<sup>9</sup> el Bidayah: Journal of Islamic Elementary Education  
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<sup>9</sup> Rudi Rudi, "Implementasi Media Pembelajaran Dalam Keterampilan Mengajar Bagi Mahasiswa Dalam Mata Kuliah Media Dan Teknologi Pembelajaran Di Masa Pandemi Covid-19," *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 5 (July 30, 2021): 209–20, <https://doi.org/10.21009/005.02.04>.

<sup>10</sup> Mohammad Fahmi Nugraha et al., "Implementasi Media Video Pembelajaran Pendidikan Lingkungan Hidup Terintegrasi IPA Untuk Siswa Sekolah Dasar Pada Platform Youtube," *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran* 5, no. 2b (December 31, 2021): 934–41, <https://doi.org/10.35568/naturalistic.v5i2b.1284>.

learning approaches in teaching the Qur'an to students.<sup>11</sup>

Learning media is one of the significant aspects in creating an interesting and interactive learning experience. The use of appropriate learning media can help students understand and internalize the teachings of the Qur'an better. One approach that can be used is thematic-based Qur'anic learning media, where the Qur'anic material is adapted to the learning theme being studied in class.<sup>12</sup>

Asy Syafiiyah Islamic Plus Elementary School is one of the Islamic schools that accommodates Al-Qur'an education in its curriculum. However, the implementation of the use of thematic-based Al-Qur'an learning media for grade 4 students at the school has not been widely studied. Therefore, this study aims to explore and understand the implementation of the use of thematic-based Al-Qur'an learning media for grade 4 students at Asy Syafiiyah Islamic Plus Elementary School.

## **Method**

Qualitative Research Methods on the Implementation of the Use of Thematic-Based Al-Qur'an Learning Media in Grade 4 of Asy Syafiiyah Islamic Plus Elementary School.

This qualitative research method will provide an in-depth understanding of the implementation of the use of thematic-based Al-Qur'an learning

media in grade 4 of SD Islam Plus Asy Syafiiyah. By gaining insights from the perspectives of teachers and students, this research is expected to contribute to improving the effectiveness of thematic-based Qur'anic learning in the school.

## **Result and discussion**

### **Result**

Results and Discussion of Research on the Implementation of the Use of Thematic-Based Al-Qur'an Learning Media for Grade 4 Students at Asy Syafiiyah Plus Islamic Elementary School

#### **a. Implementation of Thematic-Based Al-Qur'an Learning Media:**

- 1) Teachers use thematic-based Al-Qur'an learning media in a structured and planned manner in the learning process in grade 4.
- 2) Al-Qur'an learning materials are adjusted to the theme being studied, such as noble character, environment, or social.
- 3) The learning media used include videos, pictures, interactive stories, and educational games.
- 4) The interaction between teachers and students during the use of thematic-based Al-Qur'an learning media is positive and involves active participation of

<sup>11</sup> Nur Indah and Kasman Kasman, "IMPLEMENTASI MEDIA PEMBELAJARAN BERBASIS ANDROID TERHADAP HASIL BELAJAR BAHASA INDONESIA," *Akademika* 10 (May 30, 2021): 1–12, 30

<https://doi.org/10.34005/akademika.v10i01.1311>.

<sup>12</sup> Hartati, "Pembelajaran Al-Qur'an Hadits Di Madrasah Ibtidaiyah."

students.



*Picture 1. When the teacher uses thematic-based Qur'an learning media*

**b. Students' Response to Thematic-Based Al-Qur'an Learning Media:**

The majority of students showed high interest and enthusiasm in using thematic-based Al-Qur'an learning media. From the observation, students look enthusiastic and excited about learning. Interesting and interactive learning media makes students more eager to learn and understand the teachings of the Qur'an. Students feel that the use of thematic-based Al-Qur'an learning media helps them understand and apply the teachings of the Al-Qur'an in everyday life.

*"I am really happy, because usually the ustadz keeps talking, so I am sleepy, if there are toys like this, I will be happy". (SW.04.W3.003)*



*Picture.2. The atmosphere of learning the Qur'an using thematic-*

*based Qur'an learning media in class 4, students are very excited to learn.*

**c. Teachers' Perceptions of the Implementation of Thematic-Based Qur'anic Learning Media:**

Teachers reported that the use of thematic-based Qur'anic learning media is effective in improving students' understanding of the teachings of the Qur'an. *"With this thematic-based Qur'an hadith learning media, thank God, it can ease the teacher in delivering the material, it is very effective and students are also more enthusiastic when there is this learning media". (GQ.1.W1.001)*

Teachers consider that the learning media can help students gain a deeper understanding and connect it to the context of their lives. *"Students are very happy, usually if they don't use media, students are sleepy, especially since they are basically boarding school students, if they see this learning media, they become enthusiastic" (GQ.02 W.2.002).*

Teachers experience several challenges in implementing thematic-based Al-Qur'an learning media, such as limited technological resources and limited time. *"With this thematic-based learning media, we are challenged, in addition to the limited budget provided by the school/foundation, we are also challenged to be proficient in using it, because many teachers are old, and*



*gasket".(GQ.03.W3.003).*



*Picture.3. The atmosphere when teachers give testimonials on the use of thematic-based Qur'an learning media*

### **Discussion**

#### **a. Effectiveness of Thematic-Based Al-Qur'an Learning Media:**

The implementation of thematic-based Qur'anic learning media at Asy Syafiiyah Islamic Plus Elementary School has proven to be effective in improving students' understanding of the teachings of the Qur'an. This can be seen from the positive responses from the two major components of learning, namely students and teachers. Example of Implementation of Thematic Qur'an Learning Curriculum:

Learning activities are activities that have been planned to involve three things, namely planning, implementation, and evaluation.<sup>13</sup>

##### **1. Planning**

Planning includes determining the materials, learning model, and learning media. Examples:

##### **a) The Creation of the Earth**

The earth is spread out after the sky in Surah an-Nazi'at verse 30: "And the earth after that He spread it out (QS. An Naziat verse 30). Allah created the earth, Allah SWT created the sky adorned with day and night, then spread out the earth on which water, plants, and mountains as pegs so that humans, animals, and plants can live.

##### **b) Rububiyah Allah**

Allah owns the heavens and the earth: "The Lord Who preserves the heavens and the earth and what is between them; the Most Gracious. They cannot speak with Him (QS. An Naba verse 37). Tawheed Rububiyah or Rububiyah of Allah is to glorify Allah SWT in three matters: namely His creation, His power, and His rule. In this verse, Allah tells us of His majesty and glory that He is the Lord of the heavens and the earth and all that is between them. Allah created the heavens, the earth, and all that is in them. Allah also owns them.

Malik can mean king or ruler. Allah is the king of the heavens and the earth. Allah is in charge of them, and only Allah can control and regulate the heavens and the earth. Regulate the rising and setting of the sun.

<sup>13</sup> Wuriyani et al., "GAYA BELAJAR SISWA KELAS III A DALAM PEMBELAJARAN TEMATIK DI MIN 3 BANTUL YOGYAKARTA (Student's Learning

Style of Class 3 A in Thematic Learning at MIN 3 Bantul Yogyakarta)," June 29, 2021, <https://doi.org/10.32678/primary.v13i1.3769>.  
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They are regulating the existence of day and night. Regulates the rainfall. Allah is the most merciful whose mercy encompasses the entire world. Allah rules over all the worlds and rules over the day of reckoning—one day when the day of reckoning arrives. The angels and spirits stand in a row, where they submit solemnly unable to speak unless the King gives the order to speak.<sup>14</sup>

c) Earth as a Comfortable Place

The earth is a comfortable place for mankind and its inhabitants. This is as stated in QS. An-Naba's verse 6 "Have We not made the earth an expanse?" The earth is a gift of Allah SWT which is full of blessings. *Mihad* means an expanse that is spread out like a useful carpet as a base. The function of the earth is as a comfortable place to live for living things. From the earth are springs and plants that are strengthened with mountains as pegs.

d) The Process of Earth's Destruction

1) The earth was leveled (QS. Al Insyiqaq verse 3)

The earth was leveled by Allah SWT destroying the mountains through several stages of destruction. Then the former mountain was

completely flat, nothing high, nothing low. On the Day of Judgment, mankind will be gathered on a flat earth with no vegetation, no water, and no sign of anything, no shelter or hiding place.

2) The earth brings out its contents (QS. Al Insyiqaq: 4)

On the Day of Judgment, Allah SWT will bring out all the contents of the earth. According to Imam Qotadah, the earth brings out all its contents, namely the treasures in it (mining materials), dead bodies, and all other contents of the earth. Mining materials such as gold and silver will be brought out like pillars. Will people not fight over them? No. At that time people who used to kill, who used to cut ties, who used to steal to get wealth, they will say: because of this I killed people, I cut ties, because of this my hand was cut off. At that time they will not fight over wealth anymore, they will think about their fate before Allah.<sup>15</sup>

On the Day of Judgment, the earth will vomit up the corpses, meaning that Allah SWT will remove the bodies from the earth, return their bodies through their

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<sup>14</sup> Jalaluddin Al Mahali, *Terjemah Tafsir Jalalain Berikut Asbabun Nuzul Ayat / Jalaluddin al Mahali* (Sinar Baru Algensindo, 2008).

<sup>15</sup> Al Mahali and As Suyuthi, *Terjemahan Tafsir Jalalain Berikut Asbabun Nuzul*.

tailbones then Allah SWT will revive them. After that, Allah SWT ordered the angel Isrofil to blow the second trumpet. All human beings rise and look around them. The earth is leveled and expanded as wide as possible so that it becomes a large place to gather all humans "*mahsyar*". On the Day of Judgment, by the greatness of Allah SWT, the earth is leveled and expanded as wide as possible, but each of us gets an allotment only enough to put a pair of human feet.

The sun is brought so close that humans sweat according to their deeds of worship. Some come out a little some pour out.

3) Destroyed with Hard (QS. Al-Fajr: 21)

Tafsir Ibn Kathir explained "Allah SWT tells about what will happen on the Day of Judgment in the form of various events that are very powerful and scary. The earth is destroyed with a very hard blow. The earth is destroyed very hard through successive shocks. Allah SWT says لَا: not once, which means it will happen—affirming that the event will happen. The earth and mountains are leveled and all creatures are raised from their graves to His presence (*mahshar*)".

4) The doomsday earthquake (QS. Al Zalzalah: 1-4)

At that time, people will be confused by the destruction of the earth and the sky which are not in their usual state, "why is the earth like this?" they deny (reject the events experienced by the earth after previously the earth was round, calm and permanent) while at that time the situation became completely reversed. Then the earth tells its story, which is that the earth bears witness to every male and female servant for what they have done on it. The earth will say "*He did this and that, on this day and that day*" (H.R Tirmidhi).

2. Learning Implementation

To find out about this learning process, researchers conducted interviews with the Curriculum Section. The core activities include Learning objectives, learning materials, learning methods, learning approaches, and learning theories, as researchers observed in the class. The following are the results of observations made by researchers, and stages in the implementation of learning.

In the implementation of this learning activity, there are three stages of activities carried out, namely the initial activity, the teacher opens the lesson by inviting students to pray before learning, then proceeds to convey the material in general as an



introduction. Then enter the core material with activities, presenting the material, conveying the basic verse of knowledge conveyed, then writing important points on the blackboard including the verse of the Qur'an. After that, the process of mental in verses is accompanied by an explanation of the meaning of the verse and keywords, then the teacher closes with a conclusion. To obtain complete data, the researcher also interviewed one of the early grade Kuttab students Jim that the implementation of the learning was by what was conveyed by the Curriculum Section above.

### 3. Learning Evaluation.

The evaluation of thematic Qur'an learning activities at Kuttab Ibnu Abbas does not yet have a measurable evaluation instrument other than checking oral memorization. Interesting and interactive learning media can help students internalize the Islamic values contained in the Qur'an. The use of thematic-based learning media also encourages students to apply the teachings of the Qur'an in their daily lives.

### **b. Thematic Learning Steps**

#### 1. Observing

In observing activities, the teacher opens wide and varied opportunities for students to make observations through seeing, listening, hearing, and trying. Teachers facilitate students to make observations and train them to pay attention

(see, read, and hear) to the important things from an object or object.

#### 2. Questioning

In questioning activities, the teacher opens wide opportunities for students to ask questions about what has been seen, listened to, read, or seen. The teacher needs to guide students to be able to ask questions about the results of observing concrete objects to the abstract about facts, concepts, procedures, or other more abstract things.

#### 3. Gathering

information/experimentation

The follow-up to asking questions is to explore and collect information from various sources through various ways. For this reason, students can read more books, pay attention to phenomena or objects more thoroughly, or even conduct experiments. From these activities, several pieces of information are collected. Students need to be accustomed to connecting information to conclude.

#### 4. Associating/processing information

Information becomes the basis for the next activity, namely processing information to find patterns from the linkage of information and even draw various conclusions from the patterns found to the contrary.

#### 5. Communicating

The next activity is to write or tell what is found in the activities of finding information, associating, and finding patterns. The results are presented in class and assessed by the teacher as the learning outcomes of the student or group of students.

**c. *Advantages of Using Thematic-Based Al-Qur'an Learning Media***

The use of thematic-based Al-Qur'an learning media can strengthen the connection between Al-Qur'an learning and other subjects at school. Varied learning media help students develop higher interest and motivation toward Qur'anic learning. Thematic-based learning media also increase students' engagement in learning and facilitate better understanding.

**d. *Disadvantages of thematic learning***

1. Requires teachers to prepare themselves in such a way, starting from having broad insight, high creativity, and confidence, to the ability to explore information and knowledge. Without careful preparation, thematic learning will be difficult to implement.
2. Thematic learning expects students to have creativity and academic ability so that their skills can be formed during learning.
3. Requires a variety of learning facilities and resources.
4. Requires a flexible curriculum base.
5. Requires a comprehensive way of assessment.

**e. *Challenges and Recommendations***

Challenges related to the implementation of thematic-based Al-Qur'an learning media include limited technological resources and limited time. It is necessary to support and update adequate technological infrastructure to ensure the smooth implementation of thematic-based Al-Qur'an learning media. So if these things are not fulfilled in learning activities, it will slow down or interfere with achieving the expected goals.

Teachers need to receive adequate training and support in developing and implementing thematic-based Qur'anic learning media. This study shows that the implementation of the use of thematic-based Al-Qur'an learning media for grade 4 students at Asy Syafiiyah Islamic Plus Elementary School has a positive impact. Students showed high interest and enthusiasm, while teachers saw the effectiveness of the learning media in improving students' understanding of the teachings of the Qur'an. Despite the challenges, corrective measures can be taken, such as improving access to technology resources and providing training to teachers. Thus, the use of thematic-based Qur'anic learning media can be an effective approach to improving Qur'anic learning in primary schools.

**f. *Character of Thematic Learning***

The character of thematic-based Qur'anic learning is student-centered with a modern learning approach that places more students as learning subjects. This will provide direct and

concrete stimulation in understanding verse by verse, content, and content. The learning media design must be adjusted to a systematic stage in response to student needs so that the resulting teaching materials can be used properly. The Quranic media applied in this learning enhances holistic or integrated development. Physical development cannot be separated from mental, social, and emotional development. With the Qur'an itself, students can memorize gradually with precision and clarity along with the meaning.

## CONCLUSION

Conclusion of Research on the Implementation of the Use of Thematic-Based Al-Qur'an Learning Media for Grade 4 Students at Asy Syafiiyah Islamic Plus Elementary School. This study investigates the implementation of the use of thematic-based Al-Qur'an learning media for grade 4 students at Asy Syafiiyah Islamic Plus Elementary School. Based on the results of research and discussion, the following conclusions can be drawn:

1. The implementation of thematic-based Qur'anic learning media at Asy Syafiiyah Islamic Plus Elementary School has proven to be effective in improving students' understanding of the teachings of the Qur'an. Teachers use the learning media in a structured and planned manner, by aligning the Al-Qur'an learning material with the theme being studied.
2. Students showed a positive response to the use of thematic-

based Al-Qur'an learning media. They show high interest and enthusiasm in using the media and feel that the learning media helps them understand and apply the teachings of the Qur'an in everyday life.

3. The use of thematic-based Qur'anic learning media provides an advantage in integrating Qur'anic learning with other subjects at school. This helps students to relate the Qur'anic teachings to the context of their lives and increases engagement and motivation to learn.
4. While the implementation of thematic-based Qur'anic learning media provides benefits, some challenges need to be overcome. Retrieved from.

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