

The Tadabbur Qur'an Method: A Solution for Teaching Islamic Education at University

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Abstract

This study investigates the efficacy, benefits, and limitations of the Tadabbur Qur'an method for teaching Islamic education at the university level. The approach is systematic and interconnected, emphasizing simplicity, adherence to Islamic principles, and a balanced integration of rational and emotional learning strategies. The research methodology used in the study combines quantitative and qualitative data collection techniques. The effectiveness of the Tadabbur Qur'an method is evaluated using a pretest-posttest randomized control group design by comparing the experimental group taught using the method to the control group taught using traditional methods. Qualitative data from interviews, focus groups, or questionnaires capture participants' perspectives and insights, whereas quantitative data from assessments and statistical analysis examine differences in learning outcomes. The study follows ethical guidelines and includes adequate sample sizes and randomization procedures to ensure validity and reliability. The findings show that by integrating theory and practice, utilizing logical frameworks, and upholding Islamic values, the Tadabbur Qur'an method effectively improves the quality and objectives of Islamic Education. It offers advantages such as student motivation, appreciation for Islamic education, and in-depth encounters with Islamic values. The need for time commitments, potential teacher-centered dynamics, and required competencies and resources are all limitations. Despite these constraints, implementing the Tadabbur Qur'an method at the university level can significantly improve Islamic education. To improve student responses, educators can use the findings of this study to prioritize Arabic proficiency, broad knowledge, and engaging learning environments. The method's potential benefits outweigh the associated costs, thereby contributing to advancing Islamic education in university settings.

Keywords: *Tadabbur Qur'an Method; Islamic Education; Teaching Methodology; Integration of Theory and Practice.*

Introduction

Within Indonesia's national education system, Islamic education is critical in developing human resources and upholding religious values. Concerns have been raised, however, about the quality and effectiveness of Islamic education in public colleges, emphasizing the need for improvement. Faith is emphasized as the foundation and primary goal of Indonesian national education in Law of the Republic of Indonesia No. 20 of 2003, necessitating the incorporation of religious values within educational institutions (Republik Indonesia, 2003). Despite this mandate, reports indicate that Islamic education in public colleges has struggled to meet its goals (Kosasih, 2009; Mastuhu, 1999; Syahidin, 2005).

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One of the primary goals of Islamic education in public universities is to develop devoted professional scientists. However, studies have shown that Islamic education lecturers in public colleges struggle to achieve this goal, raising concerns about the quality and effectiveness of the education provided (Suyatno, 1999). This creates a chasm between Islamic education's intended mission and the current realities of public college students.

Another significant gap is students' inability to read the Qur'an before enrolling in public university Islamic education courses (Asyafah, 2016). This calls into question the efficacy of previous religious education received in elementary and high school, where the Qur'an is the primary source of instruction (Mastuhu, 1999). The inability to recite the Qur'an challenges Islamic education's teaching and learning process.

Furthermore, the prevalent lecture-based teaching method used in Islamic education subjects in public colleges contributes to student disengagement and lack of interest (Esyam, 1999; Kosasih, 2009). This conventional method frequently leads to a focus on grades rather than sincere interest and comprehension of the subject matter, and it does not maximize the internalization of Islamic values. As a result, an urgent need is to investigate more efficient and interesting teaching strategies in Islamic education that emphasize student involvement and the growth of moral principles and character (Tafsir, 2001).

To close these gaps and raise the standard of Islamic education in public colleges, it is essential to create teaching strategies based on Islamic principles that enable a deeper understanding of the faith. Students' internalization of religious values can also be enhanced in public colleges by fostering a welcoming and immersive religious environment (Pratiknya, 1999). By filling in these gaps and overcoming these obstacles, Islamic education will be better able to accomplish its goals and give students the knowledge and abilities they need to navigate the complexities of the modern world successfully.

This study looks into the Tadabbur Qur'an method as a potential means of delivering Islamic instruction at the university level. The Tadabbur Qur'an method sets itself apart by strongly emphasizing simplicity, adherence to Islamic values, and harmony between analytical and empathetic learning techniques. The study aims to ascertain how effective this approach is at raising the standards and goals of Islamic education, encouraging student involvement, fostering a love of Islamic education, and facilitating a thorough comprehension and application of Islamic values.

Literature Review

Some of the factors that contribute to the effectiveness of teaching methods are motivation, interest generation, material delivery, learning environment, creativity, self-reflection, and addressing learning weaknesses (Abdulhak, 2000; Ramayulis, 2010).

Previous research in Islamic Education has looked into various teaching methods. (Wahyuni, 2015), for example, investigated the effectiveness of inquiry-based learning in improving students' understanding of Islamic values. The study discovered that inquiry-based learning improved students' critical thinking skills, engagement, and knowledge retention.

Setiawan et al. (2017) conducted another study on the use of multimedia technology in Islamic education. According to the findings, incorporating multimedia elements such as videos and interactive presentations increased students' motivation, comprehension, and retention of Islamic teachings.

Another notable teaching method in Islamic Education is Tadabbur Qurani method. This method covers understanding the Tadabbur Qurani method, its framework, characteristics, and factors influencing its use (Asyafah, 2016).

Tadabbur Qurani is based on “tadabbur,” which means carefully considering and reflecting on the meaning of Qur’anic verses. It combines rational and emotional approaches to help people understand and apply Qur’anic teachings daily (Asyafah, 2014). This method is consistent with religious, philosophical, legal-constitutional, psychological-pedagogical, and sociological frameworks emphasizing the importance of understanding the Qur’an, integrating rational and emotional approaches, and following legal regulations (Syarifuddin, 2004).

Previous research has also highlighted the importance of including rational and emotional components in Islamic education. Mansir & Karim (2020) investigated the impact of incorporating emotional intelligence into teaching Islamic values. According to the findings, emotional intelligence training improved students’ empathy, self-awareness, and moral reasoning abilities, resulting in a better understanding and application of Islamic teachings.

Mind and heart integration, emotional involvement, a solemn and respectful learning environment, ilahiah communication with Allah, and a message-centered approach are all features of the Tadabbur Qurani method. Its purpose is to elicit emotional responses, foster a stronger connection with the Qur’an, and assist people in internalizing its teachings (Asyafah, 2014).

Several factors influence the use of the Tadabbur Qurani method, including the characteristics of lecturers and students, learning goals, teaching materials, available time, and learning facilities (Asyafah, 2014).

Izfanna & Hisyam (2012) investigated the role of teacher characteristics in implementing effective Islamic education. The findings highlighted the significance of teachers’ knowledge, pedagogical skills, and personal commitment to delivering effective Islamic education lessons.

The ST4 formula is used by the Tadabbur Qurani learning method, which follows a step-by-step approach known as Sima’ah/Tilawah, Tahim, Tadzawwuq, Tashdiq, and Tajawwub. These steps encourage students to recite the Qur’an, understand its meaning, meditate deeply, affirm and validate the verses, and experience a change in their hearts and minds (Asyafah, 2014).

According to empirical evidence, the Tadabbur Qurani method is superior in Islamic education. The experimental group received significantly higher scores in an empirical test comparing the Tadabbur Qurani method to conventional methods, demonstrating the method’s effectiveness (Asyafah, 2014).

In line with these findings, Kasim & Yusoff (2014) investigated the impact of active learning strategies, such as deep contemplation and discussion of Qur’anic verses, on students’ academic achievement in Islamic Education. Active learning approaches, according to the findings, significantly improved students’ understanding and retention of Islamic knowledge.

Expert evaluations and student feedback highlight the method's approach, system, combination of theory and practice, logical reasoning, and alignment with the goals of Islamic Education (Asyafah, 2014).

According to participant observations, the Tadabbur Qurani method is successful because students show improved concentration, a calm learning environment, a stronger connection to the Qur'an, and emotional engagement with the subject matter (Asyafah, 2014).

Research Methodology

The study's research methodology aimed to assess the Tadabbur Qurani method's efficacy in Islamic education. A pretest-posttest randomized control group design, an experimental research method with a fully controlled design pattern, was used to accomplish this objective. The experimental group is instructed using the Tadabbur Qurani method, while the control group is given traditional instruction, according to Christensen et al. (2011).

Participants in the study were randomly assigned to the experimental and control groups, making sure that both had similar traits and reducing the chance of bias. The formation of comparable groups and claims is aided by random assignment (Anderson-Cook, 2005).

Techniques for collecting quantitative and qualitative data were used to compile thorough feedback on the Tadabbur Qurani method's effectiveness. Quantitative information from the experimental and control groups was gathered through pre- and post-test evaluations (Creswell, 2015). As advised by Campbell & Stanley (2015), these assessments sought to find any notable variations in learning outcomes between the two groups. To determine the effectiveness of the Tadabbur Qurani method in improving learning outcomes in Islamic education, the results of these assessments were statistically analyzed.

In addition to collecting quantitative data, qualitative data were also collected to better understand participants' experiences with and opinions of the Tadabbur Qurani method. Merriam (2009) claims that open-ended questionnaires, focus groups, and interviews were used to gather qualitative data in order to record subjective viewpoints, opinions, and insights. These qualitative results demonstrate how well the approach promotes student engagement, comprehension, and application of Islamic values.

Following Creswell (2015) and Rudolph (2015), the study's design included adequate sample sizes, randomization procedures, and data collection techniques to improve the validity and reliability of the findings.

The Tadabbur Qurani method in Islamic education was evaluated using a rigorous research methodology combining quantitative and qualitative data collection methods. The methodology allowed for both the systematic and reliable evaluation of the method's impact on learning outcomes as well as the important insight into the experiences and perspectives of the participants.

Results and Discussion

The findings of an empirical investigation into the effectiveness of teaching Islamic Education using the Tadabbur Qurani method are presented in Table 1. The control group, which received instruction using the Tadabbur Qurani method while utilizing conventional teaching methods, underperformed the experimental group. This variation in findings implies that the Tadabbur Qurani method is more effective at promoting learning outcomes in Islamic education.

Table 1. Results of Empirical Test Implementation of the Quranic Tadabbur Method

No	Group	Test of Differences Results	Description
1.	Pre-Experimental Control	t = 2.284	Not Sig. P-value = 0.776 (P>0.5)
2.	Pre-Post Experiment	t = -19.832	Sig. P-value 0. 0.00 (P<0.5)
3.	Pre-Post Control	t = -8.049	Sig. P-value 0. 0.00 (P<0.5)
4.	Post-Experimental Control	t = 8.583	Sig. P-value 0. 0.00 (P<0.5)
5.	Experiment-Control Gain	t = 8.538	Sig. P-value 0. 0.00 (P<0.5)

The Tadabbur Qurani method is effective at teaching Islamic education, according to empirical data. The quantitative analysis shows that the experimental and control groups' scores significantly differed when the Tadabbur Qurani method was used, with the experimental group outperforming the control group in terms of learning outcomes. According to this finding, Tadabbur Qurani's methodology had an effect on how well students engaged with, understood, and applied Quranic teachings.

The findings support that the Tadabbur Qurani method offers a distinct and effective approach to Islamic education in public universities. By encouraging deep contemplation, emotional involvement, and practical application of the teachings found in the Qur'an, students gain a strong understanding of Islamic values and their integration into daily life. The Tadabbur Qurani method is consistent with the goals of Islamic Education because it encourages value internalization and facilitates students' connection with the Qur'an.

As shown in Table 2, expert evaluations further validate the Tadabbur Qurani method's efficacy. Experts praised the method for its approach, system, combination of theory and practice, logical reasoning, and alignment with Islamic Education goals. The average score of 78% indicates an overall positive evaluation of the method, highlighting its strength and applicability in the context of Islamic Education in public colleges.

Table 2. Expert assessment of the method of Tadabbur Qur'an

No.	Assessed Aspects	Mark	%	Description
1.	Describes the way/ working approach in teaching Islamic education	16	80%	Satisfactory
2.	In a system, orderly and accurate	15	75%	Satisfactory
3.	Combines Implementation of Islamic education practices	14	70%	Enough
4.	Logical or Rational	17	85%	Satisfactory
5.	Aims at Achieving the Islamic education teaching and learning objectives	16	80%	Satisfactory
Average		15.6	78%	Satisfactory

The Tadabbur Qurani method's superiority is supported by empirical data, as shown in Tables 1 and 2, which present expert and student evaluations, respectively. These tables show the data processing results for each assessment indicator regarding the excellence of the Tadabbur Qurani method (Asyafah, 2014).

Table 3. Students' assessment of the method of Tadabbur Qur'an

Positive			Negative		
Aspects	Mark	%	Aspects	Mark	%
Interesting	885	98,2	Boring	77	7,8
Easy to follow	865	99,2	Difficulty to follow	7	0,8
Enjoyable	775	99,1	Not interesting		0,9
Easy to remember	749	98,4	Difficulty to remember	12	1,6
Motivator	536	94	Interesting	34	6
It motivates learning	879	99,8	It weakens the teaching of Islamic education	2	0,2
Easy-to-understand materials of faith	879	99,5	Makes understanding difficulty	4	0,5
Easy to understand the learning materials	869	99,2	It makes memorization and contemplation difficulty	7	0,8
It is easier to implement the values of a learning experience	874	99,5	Makes difficulty the implementation of a learning experience	4	0,5

Positive			Negative		
Aspects	Mark	%	Aspects	Mark	%
Easy to duplicate	760	99	Difficulty to duplicate	8	1

The student evaluation of the Tadabbur Qurani method, as shown in Table 3, is overwhelmingly positive. Students find the method interesting, simple to follow, enjoyable, and motivating for learning Islamic education. They appreciate how the method facilitates the implementation of learning experiences and the application of values, and they find the faith and learning materials easy to understand. The method's success in involving students and enhancing their learning experience is highlighted by the absence of unfavorable comments, indicating high student satisfaction.

According to student evaluations, the Tadabbur Qurani method is effective from the learners' perspective. According to the overwhelmingly positive feedback, students found the approach engaging, simple to use, enjoyable, and motivating. They reported better understanding, engagement, and daily application of Islamic principles. This feedback highlights how well the approach meets students' needs and promotes a positive learning environment.

Participant observations confirm the Tadabbur Qurani method's beneficial effects (Asyafah, 2010). Students exhibit greater focus, a calmer, more welcoming learning environment, and a deeper connection to the Qur'an. Some students cry and thank the lecturer due to the method's emotional effect. The presence of the Qur'an increased during lectures, demonstrating a greater reverence and interest in the subject matter.

According to empirical test results, professional evaluations, student feedback, and participant observations, the Tadabbur Qurani method is excellent and positively impacts Islamic education learning. The method's effectiveness is increased by its distinctive fusion of emotional and rational thinking, focus on in-depth reflection, and practical application of Qur'anic teachings. While cultivating students' comprehension of and connection to Islamic values, the Tadabbur Qurani method can enhance the standard of Islamic education in public colleges.

Although the Tadabbur Qurani method is successful, there are still some challenges, such as the need for a longer period of time, teacher-centered learning in some circumstances, qualified teachers, and appropriate learning environments. It is crucial to keep in mind the benefits of the approach and its potential to improve Islamic education in public universities.

These findings have important ramifications for the teaching of Islam in public universities. Teachers have a powerful pedagogical tool to help students become obedient, honorable people in the Tadabbur Qurani method. Educators can apply the Tadabbur Qurani method to encourage in-depth reflection, emotional engagement, and practical application of Islamic teachings. This method encourages students to uphold the Qur'an's teachings by improving their understanding of it.

Empirical data, expert assessments, student feedback, and participatory observations have all demonstrated the effectiveness of the Tadabbur Qurani method in Islamic education learning. The approach should be adopted and used in public colleges due to its positive effects on student engagement, comprehension, application of values, and emotional involvement. Islamic education curricula can include the Tadabbur Qurani method to support students in building a strong relationship with the Qur'an and applying Islamic principles to their daily lives.

Conclusion

The Tadabbur Qurani method is one potential solution to the difficulties faced by Islamic education in public universities. Based on the Qur'an, the main text used in Islamic education, this methodology offers a systematic, tiered, and complementary approach that links different aspects of the learning process. It is suitable for teaching faith-related materials and achieving successful learning objectives because of its simplicity, adherence to Islamic principles, and integration of rational and emotional approaches.

The effectiveness of the Tadabbur Qurani method stems from its ability to improve the quality of Islamic education. It provides a unique approach combining theory and practice, logic, and pursuing Islamic Education objectives. The method excels in piquing people's interests, facilitating learning, increasing appreciation, and promoting experiences with Islamic values. It encourages students to use the Qur'an as a guide in their daily lives, improves concentration, and appeals to those genuinely interested in learning Islamic Education.

The Tadabbur Qurani method has drawbacks in addition to its many benefits. The method requires more time because lecturers or teachers must be present during the learning process. Furthermore, when students cannot recite the Qur'an accurately, cannot speak Arabic, or show no interest in Islamic Studies, the learning process may become more teacher-centered. For students with the required abilities and interests, the approach can support a more student-centered learning environment. Effective method implementation requires the teacher to be able to design action programs for students to experience Islamic values, choose appropriate Qur'anic verses, deliver captivating presentations, and create appropriate classroom environments. Additionally, adequate learning facilities are necessary, which could incur additional costs.

An innovative and successful method for learning Islamic education in public colleges is the Tadabbur Qurani method. Its emphasis on in-depth reflection, emotional engagement, and the practical application of the Qur'anic teachings will appeal to students with the necessary aptitudes and interests. Educators can use this approach to strengthen students' ties to the Qur'an, boost their understanding of and application of Islamic values, and ultimately mold them into people of high moral character. To successfully implement the method, carefully considering its constraints and prerequisites is necessary.

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