

PROCEEDING

Dynamic of Thought and the Struggle
of Islamic and Arabic Education
in Shoutheast Asia



FACULTY OF ISLAMIC STUDIES
ISLAMIC EDUCATION DEPARTMENT
UNIVERSITY OF MUHAMMADIYAH MALANG

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Proceeding Seminar Internasional

Dynamic of Thought and the Struggle of Islamic and Arabic Education in Shoutheast Asia

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DAFTAR ISI

DAFTAR ISI.....	iii
تربية الدفاع عن الدولة في المعاهد الإسلامية (بين الاماني والواقعي)	1
جهود حاضر العالم الاسلامي في جنوب آسيا	15
مساهمة طرق التدريس للتعليم الديني الإسلامي عند محمود يونس في كتاب التربية والتعليم	31
أسلوب القيادة لمدير المدرسة في تحسين نوعية التعليم اسلامي في مدينة لوكسيماوى	47
التحديات والرؤية المستقبلية لتدريس فنون الأدب العربي والدراسات اللغوية (دراسة مقارنة بين جامعة سونان أمبيل الإسلامية الإندونيسية وجامعة قناة السويس المصرية)	57
استراتيجيات تعلم اللغة العربية بوصفها اللغة الأجنبية لدى الطلبة في قسم تربية اللغة العربية.....	77
مشاكل تعليم مهارة الكلام في اللغة العربية في بنغلاديش و كيفية حلها	91
Towards Quality Pesantren and Madrasah in Global Era (<i>Busahdiar</i>).....	103
The Perception of Teachers on Islamic Education Based on Multikultural Insights (<i>Devi Arisanti</i>)	121
Comparative Study of the Effectiveness of Learning Al-Qur'an Using <i>Tilawati</i> and <i>Ummi</i> Methods at Madrasah Diniyah (Madin) in Malang (<i>Dina Mardiana</i>)	135
The influence of Arabic on Indonesian language (linguistic lexical study) (<i>Zainul Arifin</i>)	151
Reviewing of the Government's Policy in Islamic of the Higher Education Studies (<i>Ibnu Hasan</i>)	165
Values of Religious Tolerance in Islamic Learning Material of Muslim Minority State High School (<i>Ismail Suardi Wekke, Sabil Mokodenseho, A. Fadzlor Rahman</i>)	179

Tolerance, Understanding, And Religious Teaching And Learning In Minority Muslim Of Manado North Sulawesi (<i>Ismail Suardi Wekke, Sabil Mokodenseho</i>)	.187
Implementation Of Eclectic Method On Arabic Teaching And Learning (<i>Ismail Suardi Wekke, Shovi Maryam</i>)	.....193
The Implementation of the Compulsory Education of Nine Years Using the Model of Salafiyah Islamic Boarding School (<i>M. Naim</i>)	.....201
Sufism as Approach Process in Learning of Islamic Religion Education (<i>Mahmudin Sudin</i>)	..... 215
An Analysis Of Multiculturalism – Based Religion Education Model Through Experiential Learning Approach: Experiences Of Some Universities In Indonesia (<i>Moh. Nurhakim</i>)	.....229
Learning Renewal of Islamic Education in Madrasah (<i>Mulyono</i>)	.....247
Quo Vadis Of Indonesian Islamic Education: The Philosophical Principles Of Education In Transforming A Holistic Human (<i>Nur Alam</i>)	.....257
Learning Technology For Islamic Education (<i>Rusjdy Sjakyakirti Arifin</i>)	.....267
Management Of Islamic Education In Madrasah Diniyah Bambel Hill Driyorejo Gresik (<i>Wiwit Wahyutiningsih</i>)	.....281
The Development Of A Contextual Model In The Learning Of Hadith Study at UIN Suska Riau (<i>Yuliharti</i>)	.....303
The Condition Of Islamic Teaching Recitations Intensity And The Improvement Of Religious Spirit Of Elderly At Aisyiyah Community In Banyumas (<i>Zakiyah</i>)	.....327
Ideal Person in Islamic Education Thought Study of Hamka (<i>Zulfikar Yusuf</i>)	.....337

THE DEVELOPMENT OF A CONTEXTUAL MODEL IN THE LEARNING OF HADITH STUDY AT UIN SUSKA RIAU

Yuliharti

ABSTRACT

The learning system in Hadith studies starting from high school to college, as recognized by some educators, is still less precise because the learning system still reinforces the impression that studying it is quite difficult and very drab as well as the system of memorizing definition from one term to another term is very dominant; consequently, enthusiasm for studying it comprehensively is still very low. Moreover, the original literature of Hadith studies was written in Arabic although admittedly there is a small portion that has been translated into Indonesian or arranged Hadith and Hadith studies books in Indonesian. Meanwhile, the students who can read Arabic literature are few in number when they are required to have extensive knowledge in the field of Hadith studies.

It is confirmed by empirical data that can be seen from the teaching and learning process of Hadith studies at UIN Suska Riau which has not been implemented based on the contextual learning principles that are effective, innovative, creative, and fun as well as the learning does not associate with students' real-life experiences and lead to the excavation of interests, talents, and the potential of each student in a comprehensive and holistic approach. The learning results could not indicate a high level of mastery and comprehensive (including cognitive, affective and psychomotor) among the students. These phenomena encourage the researcher to carry out developmental research on contextual model for Hadith studies at UIN Suska Riau in order to improve the quality of the teaching and learning process as well as its results.

Keywords: development, contextual model, Hadith studies

A. INTRODUCTION

1. Background of the Problem

In Islam, hadith serves as a source of Islamic teachings or the second source of Islamic law after Koran. All Muslims agree that the Hadith of the Prophet SAW is the source and basis of Islamic law after Koran, and Muslims are required to follow it as has been obligated as Koran.

Regarding the importance of Hadith for Muslims, it has always been the object to study for Muslims. At Indonesian education institutions, both formal and non-formal, Hadith became a subject or part of a subject that should be

studied by students in school or Islamic School (Madrasah) from the level of early childhood education (PAUD) to universities.

UIN Suska Riau is one of the Islamic universities serving the Hadith or Hadith Studies as one of the subjects contained in the structure of the curriculum and must be learned by all students without exception.

As one of the subjects and Islamic studies contained in the curriculum, students are expected to master the discipline of Hadith Sciences, and be able to use them in dealing with problems that arise in the middle of the community yet at the same time to strengthen the faith, worship, human relationship and morals of students.

But the phenomenon of Hadith teaching and learning at UIN Suska Riau today, shows that the teaching and learning of Hadith has not been run in accordance with the principles of contextual learning that are effective, innovative, creative, and fun as well as its teaching and learning has not been associated with the real life experiences leading to the excavation of interests, talents and potential of each student in a comprehensible and holistic manner. Then, the results of teaching and learning have not showed a high level of mastery and comprehension (includes; cognitive, affective and psychomotor aspects) among the students. The phenomenon of teaching and learning Hadith in UIN Suska Riau prompt the Writer to conduct a research in the development of a contextual model of teaching and learning Hadith in UIN Suska Riau in order to improve the quality of the teaching and learning process and results. The reasons for selecting the model development of are **first**, because of contextual models have compatibility with the characteristics of teaching and learning Hadith. **Second**, because the contextual teaching and learning model push toward active learning. **Third**, because the contextual teaching and learning is becoming one of the demands of teaching and learning process standards at universities as defined in Permenristek no. 44 2015 about National Education Standard for universities. **Fifth**, it is because this contextual teaching and learning model has a base on science integration. **Sixth**, because the model is a based multicultural contextual teaching learning. **Eighth**, the development of a contextual model of teaching and learning Hadith can develop soft skills of students and faculty in teaching and learning.

2. Focus and Problem Formulation

Based on the background of the above problems, the focus of this study is limited to the problems associated with the teaching and learning process of Hadith (the planning, execution and assessment).

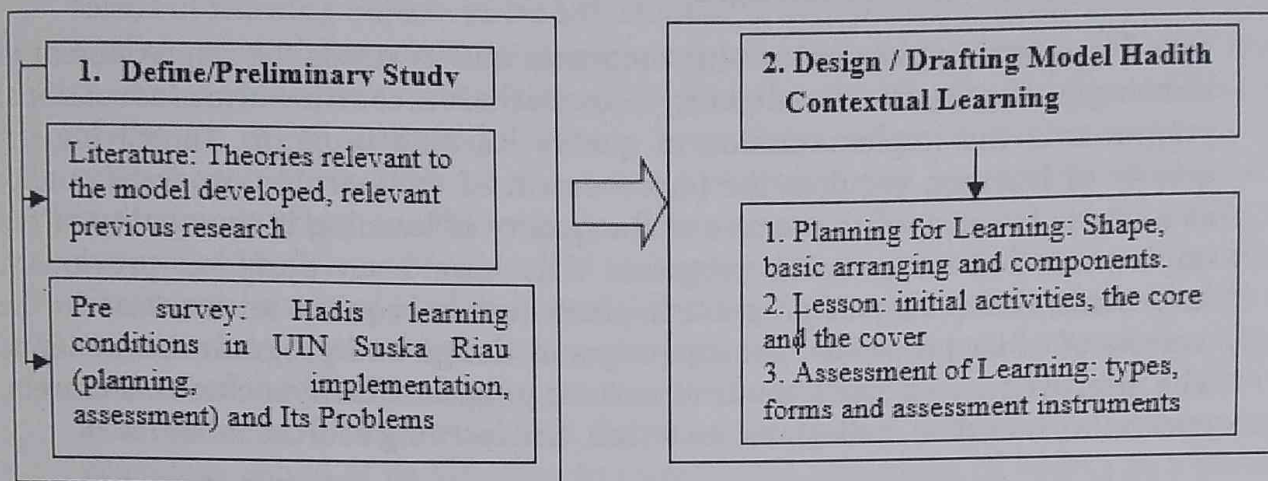
The problem therefore can be formulated as follows: 1. How is the teaching and learning process of Hadith at UIN Suska Riau today? 2. How to design a contextual model development in the teaching and learning process of Hadith Studies at UIN Suska Riau?

3. Research Methods

This study uses the approach of Development Research (research and development). The model used is a model Four-D (4-D). This model includes four stages: define, design, development, and dissemination. Nevertheless, because of time constraints researcher, then research is done only until the stage of design. It is only until the offer of concept phase.

Figure 1

The Design of Contextual Model Development in Teaching and Learning Hadith Studies at UIN Suska Riau



B. LITERATURE

1. Hadith Study Learning at Higher Education

The word “learning” is derived from the word “learn”. Learning and learn are two words that cannot be separated from one another. Gagne define learning as a process of behavioral changes including changes in human tendencies such as attitudes, interests, or the ability to change the value and increase the ability to perform various types of performance. Sunaryo states that learning is an activity where a person makes or produces a change in his behavior like knowledge, attitudes, and skills. Abuddin Nata explained that learning can be interpreted simply as a business affects the emotional, intellectual, and spiritual of someone to learn on its own accord. Thus, teaching and learning are both activities that cannot be separated, because the process of changing behavior (learning) desired can only be realized through a good teaching and learning process, planned and systematic. The learning process will produce religious moral development, activity and creativity of learners through a variety of interaction and learning experience.

While learning can be seen as a system or process to make someone learn which is planned or designed, implemented and assessed systematically for someone to reach learning goals effectively and efficiently. Teaching and learning is seen as a system consisting a number of organized components such as teaching and learning goal, teaching and learning materials, strategies and methods of teaching, learning media/props, classroom organization, teaching and learning assessment and follow-up (remedial and enrichment) activities.

Learning is seen as a process then it is a series of efforts or activities of educators in order to make students learn. The process includes; 1) preparation, starting from planning an annual teaching program, semester, and the arrangement of teaching preparation (lesson plan) following the instrument and its stuff like of props and assessment tools, 2) implement the learning activities by referring to the lesson plan made. During this stage, the structures and learning situations implemented by educators will be heavily influenced by the approach or strategy and learning methods selected and designed in its application, as well as the philosophy of work and commitment of educators, perceptions and attitudes towards learners, 3) follow up the learning managed.

The improvement of learning outcomes quality needs the improvement of learning quality (instructional quality) because the source of the various educational programs is the implementation of quality learning program. Improving the quality of learning requires the improvement of the learning program quality as a whole because of the nature of the quality of learning is the quality of the implementation of learning programs that have been designed previously. Improving the quality of program implementation requires an increase in the aspects of other programs, namely programs design and program components. The improvement of components in learning program quality includes: lecturers, curriculum, student/collegians, materials, and learning sources facilities.

Hadith or *al-hadith* has two meanings, *first* meaning is *al-jadid* which means something new - an opponent of *al-Qadim* (old), *second* meaning is *al-khabar*, which means news, it is something talked and transferred from one person to another, also similar to the meaning of hadith. Meanwhile, according to the terms (terminology), the experts give a definition (*ta'rif*) which varies in accordance with the disciplinary background. The scholars, both muhadadtisin, jurists, or scholars of *usul*, formulate the understanding of hadith differently. The different views are caused by the limited and broad of object reviews of each which of course contains a tendency to the kind of teaching he learns.

In Islam, hadith serves as a source of Islamic teachings or the second source of Islamic law after Koran. All Muslims agree that the Hadith of the Prophet SAW is the source and basis of Islamic law after Koran, and Muslims are required to follow it as has been obligated as Koran.

Regarding the importance of Hadith for Muslims, it has always been the object to study for Muslims. At Indonesian education institutions, both formal and non-formal, Hadith became a subject or part of a subject that should be studied by students in school or Islamic School (Madrasah) from the level of early childhood education (PAUD) to universities. Hadith is a science that belongs to a group of Islamic religious sciences besides Aqeedah, Koran, Jurisprudence, Moral, and Cultural History of Islam, which must be taught at the Islamic university in Indonesia.

UIN Suska Riau is one of the Islamic universities serving Hadith or Hadith Studies as one of the subjects in curriculum structure and it must be learned by all students without exception. As one of the subjects and Islamic studies contained in the curriculum, students are expected to; master the discipline of Hadith

sciences, and be able to use them in dealing with problems that arise in the middle of the community while at the same time to strengthen the faith, worship, human relationship, and morals of the students.

The study on the hadith of the Prophet is not only confined to the study of *Ilmu Riwayah*- the study of hadith transmission or *ilmu riwayat* in the form of aiming to determine whether a hadith is acceptable as a story that comes from the Prophet (*maqbul*) or (*mardud*). But, it is broadly more on various aspects of other studies, such as: the historical aspect, the aspect of understanding, aspects of literature, the leaders, and the West studies against Hadith. So, there are two forms of learning objects in Hadith studies, *first*; matan learning/ content of the Hadith, *second*; sanad learning/ personal genealogy transmitters of Hadith from the onset of the period at the time of the Prophet until the time of the codification of the 2nd or 3rd century in Islamic Year. Both forms of learning objects are related each other, because the content of Hadith can be considered valid if it is accompanied by a valid *sanad* pedigree anyway. The first lesson according to experts of Hadith is usually called as *internal* learning while the second is called as *external* study of Hadith. Internal learning/ matan/ content of the Hadith as *output* while external learning/ genealogy sanad is as *input*. Internal learning/ content of the Hadith aims to practice the Sunnah simply because the Hadith is as a source of Islamic teachings that must be obeyed, while external learning/ genealogy sanad of hadith aims to preserve the originality of hadith as a source of *Shariah Islamiyah* itself. In Islamic colleges, the study of these hadiths is the subjects of Hadith/ Hadith Studies and its courses.

2. Contextual Learning Model

a. The Definition of Contextual Learning

The word *contextual* comes from the word *context*, which means "connection, contexts, atmosphere, or condition". Thus, *contextual* means "something related to the condition (context)". Then, *Contextual Teaching and Learning (CTL)* can be defined as a teaching and learning associated with a particular condition.

Elaine B.Johnson states that "*The CTL. System is an educational process that aims to help the student see meaning in the academic material they are studying academic subjects by connecting with the contexts of Reviews their daily lives, that is, with the context of membuka, social and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making, meaningful connections, doing significant work, self-regulating learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards using authentic assessment. Contextual teaching and learning enables students to connect the content of academic subjects with the immediate context of Reviews their daily lives to discover meaning*".

Wina Sanjaya argued that *Contextual Teaching and Learning (CTL)* is a teaching and learning strategy that emphasizes on the process of a full

students involvement to find the material studied and relate them to real life situations encouraging them to be able to apply it in their lives.

Meanwhile, Trianto stated that CTL is the concept of learning to help teachers link between the material taught with the students' real-world situations and encourage them to make connections between the knowledge possessed and its application in everyday life by involving seven major components of contextual learning, namely constructivism, questioning, inquiry, community learning, modeling, and authentic assessment.

Therefore, CTL is a learning approach that helps educators to link the learning material to students' real life, and encourage learners to connect their knowledge with the application of the life within the family, schools, communities and citizens so that participants can find the material meaningful to his life.

b. Characteristics Contextual Teaching and Learning (CTL)

CLT has some unique characteristics distinguishing it from other learning approach. There are some opinions, but the principle is not different. One of them is Elaine B. Johnson who suggests eight characteristics (components) of CTL, namely:

- Meaningfull Making Connections,
- Doing Significant Work,
- Self-Regulated Learning,
- Collaboration,
- Critical And Creative Thinking,
- Nurturing The Individual,
- Reaching High Standards,
- Using Authentic Assessment.

According to Trianto, CTL approach has seven (7) major components, namely constructivism, inquiry, questioning, community learning, modeling, reflection and authentic assessment.

Based on a variety of views on the theory and the concept of contextual learning above, the Writer concludes that the steps of contextual learning is learning to apply the concept *relating* (linkage), *self-regulating*, *experiencing* (direct experience), *collaborating* (cooperation), *applying* (application), and *authentic assessment*.

3. Relevant Research.

Based on the writer's survey of relevant research findings, some researches

are taken as follows:

A research conducted by Tri Budi Siswanto, a dissertation, Yogyakarta, 2011, under the title "Model Development Implementation of Work-Based Learning in Vocational Diploma majoring Automotive". This study aims to: (1) find a model of the work-based learning application at vocational education particularly at Automotive Diploma Program to improve the quality of learning outcomes; (2) find the output of the implementation of work-based learning with models developed; (3) study the response of program manager and management company towards the development model; and (4) determine the factors that affect the quality of learning outcomes of WBL. The results showed that: (1) Integrated WBL Rolling Model is suitable for being used in the implementation of the program of work-based learning Diploma in Automotive to improve the quality of learning outcomes; (2) output of Integrated WBL Rolling Model, namely: automotive mechanical knowledge, professional attitude, mental preparedness work, and independence of students in model class is significantly higher than conventional class; (3) response from program manager and management company towards the application of Integrated WBL Rolling Model is in the high category, both in the concept of work-based learning, the application of the technical implementation, as well as in their perception of WBL, and (4) by using multiple regression analysis, determination factors that affect the quality of learning outcomes by WBL are: the performance of management manager, cultural student organizations, and the quality of Integrated WBL Rolling Model can be developed as an alternative to the practice of program implementation experience in Automotive industry.

Furthermore, the results of previous research specifically related to the model of contextual learning, some studies found to be somewhat relevant. It is a research conducted by Kokom Komalasari, a dissertation (2008), entitled "The Effects of Contextual Teaching and Learning in Civics Education on Citizenship Competence of the Students in Junior High School". 1004 junior high school students in West Java were taken to be the sample of the research. They have been taught by teachers who have followed the Integrate Based Competence training. It has been found that there is a significant effect of contextual learning on the competence of students in the subjects of Civic Education.

Then, it is a research by Medrich (2004) of American Youth Policy Forum (AYPF) which found some prerequisites for contextual learning in Civics Education through problem-based learning, project-based, learning from experience (*experiential learning*), and learn the application (*applied learning*), namely: a) teachers who have qualification in the field of materials and learning strategies, b) teachers who are able to respond to students' learning needs in a flexible way, c) a strong curriculum, d) a good test design, and e) the support of all parties to create the four things aforesaid making quality learning.

From the description of the results of relevant researches above, it is clear that the research on the application of contextual models in the study of Hadith has not yet been researched. Therefore, the Writer thought that this is the time to conduct a research related to the learning model of Hadith as an alternative to

Hadith learning in improving the process quality and hadith learning at Higher Education Institution effectively and meaningfully.

C. RESULTS

1. Hadith Studies Learning at UIN Suska Riau

Based on a study in eight faculties at UIN Suska Riau, then the learning process of Hadith Studies at UIN Suska Riau generally can be described as follows:

- 1) The Stage of Planning the Teaching and Learning
 - a) The planning is in the form of varied Hadith Studies syllabus and SAP.
 - b) Basic/ reference of Hadith Studies syllabus and SAP from lecturers is the syllabus and SAP existing in Department or it refers to the format made by referring it to knowledge and experiences of every lecturer in conducting hadith studies teaching and learning.
 - c) The components of SAP and the syllabus developed are varied.
 - d) The formulation of learning objectives of Hadith Studies is varied and emphasizes more on the cognitive aspects of attitudes and skills.
 - e) The materials chosen to achieve learning objective are also varied. There are more materials in the form of concepts and theories of information to be memorized and it is not to be applied and it has not yet considered about the varied background of students' skills and knowledge. As a result, there are many difficult materials to be understood.
 - f) Assessment planned is dominant on cognitive aspects.
- 2) The Stage of Learning Implementation
 - a) The formal teaching and learning implementation is based on the plans made earlier in the form of syllabus or SAP, but in reality, the lecturers were generally referred more to the formulation of the SAP and syllabus he made than the objectives and materials of the learning. Then, the other aspects are highly conditional.
 - b) The stages of activities done by lecturers consist of pre-activities, core activities and post-activities. However, the lecturers implemented the stages done using different strategies and methods have not shown the ideal step of learning or it has not yet followed the steps of a model of learning activities fully. Strategies and methods used were conventional patterned. Contextual learning model has been implemented but not yet real. The new linkage principle was applied

only to the extent of apperception. Experiencing principle has not touched on the real experience of the entire student related to the topics covered. The concept of independence has not yet applied even to every individual student. Even when the students are asked to write a paper and present papers but it has not been evenly involved every student. The activities of accomplishing and presenting papers focused on certain students only. While the majority of students had a background in public education and in these conditions they wanted to learn Hadith Studies by using a contextual approach.

3) The Stage of Assessment

- a) The Type of Assessment: the type of assessment applied emphasizes more on the outcome rather than the process of assessment. It is evident from the composition of the assessment system applied- it is 70% of the total value derived from the results of mid-term and semester exams.
- b) The Scope of Assessment: it emphasizes more on cognitive aspects rather than attitudes and psychomotor aspects.
- c) Technique and Instrument of the assessment: Most of the tests are in the forms of essay.

2. The Design of Contextual Model Development in the Learning of Hadith Studies at UIN Suska Riau.

The design of contextual learning of Hadith Studies at UIN Suska Riau is as in the following;

a. Introduction

Learning is a system or process to make students learn what has been; planned or designed, implemented, and evaluated systematically. It is in order to let students achieve learning objectives effectively and efficiently. A lesson can run well and can achieve the learning objectives when it uses appropriate learning models through careful planning stage, and through the implementation of effective and appropriate assessment.

b. The Design of Contextual Model Development in the Teaching and Learning Hadith Studies at UIN Suska Riau

Based on the analysis of the teaching and learning of Hadith Studies ongoing at UIN Suska Riau today, both on the structure of the curriculum subjects of hadith was developed in various faculties at UIN Suska Riau as well as the condition of students in overall, the strategy and efforts in achieving the learning objectives of hadith as well as the efforts in the achievement of the vision, mission and objectives of UIN Suska Riau, the development of a contextual model performed in this research is aimed at learning the Hadith Studies course in UIN Suska Riau. Therefore, the writer designed the development of a contextual model of learning Hadith Studies

at UIN Suska Riau, which includes the design of planning, implementation and evaluation as described below:

1) The Design of Planning

Planning is the pre activity should be done by an educator who wants to carry out a learning process. The pre-activities include:

a) Form of Planning

The Planning of hadith studies learning with contextual approach is compiled in the form of semester lesson plans. The term of semester lesson plan (RPS) refers to the lesson plans form contained in Permenristekdikti No. 044, 2015, versus 12. The RPS is based on the analysis of field requirements obtained from the preliminary study above.

b) The Basis of Planning

The preparation of Hadith Studies lesson plans is in the form of RPS. This Hadith Studies are carried out on the basis of:

- (1) The Juridical Basis is the regulation from Ministry of Research, Technology and Higher Education of the Republic of Indonesia (Permenristekdikti RI) No. 044 of 2015 on National Higher Education Standards.
- (2) Theoretical Basis, ie theories related to contextual learning process at planning, implementation, and assessment stage.
- (3) Empirical Basis is based on a need analysis derived from preliminary studies / field study conducted earlier.

c) The Components of the Lesson Plan

The components of planning in the development of a contextual model of the teaching and learning of Hadith Studies refers to the component of RPS contained in the standard of higher education learning process as set in Permenristekdikti No. 044 of 2015 on National Higher Education Standards. In the Permenristekdikti stated that RPS in a course including Hadith Studies course has components like:

- a. name of department, name and code of the course, semester, credits, name of lecturers;
- b. learning outcomes of graduates are burdened with course subject;
- c. the ability planned in every stage of learning to meet the learning outcomes of graduates;

- d. learning materials related to the ability to be achieved;
- e. learning methods;
- f. time available to achieve the ability of each stage of learning;
- g. the student learning experience embodied in the description of work to be done by the student for a semester;
- h. criteria, indicators and weighting of evaluation; and
- i. list of references used.

Figure 2

Format Semester Program Plan Hadith Studies Course
PROGRAM SEMESTER PLANNING
HADITH STUDY COURSE

Department Program	:
Name And Courses Code	:
Semester	:
Credits	:
Lecturer	:
A. Learning Objectives	:
B. Ability Gained	:
C. Learning Materials	:
D. Method of Learning	:
E. Time Provided	:
F. experiential learning/Student assignment:	.....
G. Criteria, Indicators, and Weight Rating:	.....
H. References	:

The formulation of based contextual Hadith Studies RPS researcher means here, are as follows:

Department : All Departments
 Name and Courses Code: Hadith Study / UIN 1608/2305
 Semester : 1/3/5
 Course : 2 credits / 100 min
 Lecturers: Dra.Hj.Yuliharti, M.Ag
 A. Learning Outcomes (*Course Learning Outcomes - LO*)

1. are able to master, understand and apply the knowledge about the basic points of the science of hadith and the hadith of the Prophet SAW based on the values that have been formulated or initiated by scholars through observing [hear, see, read] and ask critically and creatively based on the curiosity about the hadith and the science of hadith found in a variety of references and life- at home, in society, and on campus (Knowledge)
2. receive and do the teachings of their religion, especially one coming from the Hadith of the Prophet SAW (spiritual attitude)
3. are honest, discipline, good manner, caring, confident in interacting with family, friends, lecturers and able to cope with problem and addressing the issue of Hadith and Hadith Studies developed in the community through an interdisciplinary and multidisciplinary approach and become responsible in undertaking the task of learning the hadith and or in the process of Takhrij (the study of hadith) with the use of technology in the field of hadith and the science of hadith (social attitudes)
4. present the knowledge of the basic points of the science of Hadith and Hadith of the Prophet Muhammad in a language that is clear and logical, aesthetic in the work, in a movement- reflects a healthy child, and the child's actions reflect the faithful and noble behavior as well as being able to select a strategic decision and provide alternative solutions to the problems in Hadith developed in the community (Skills)

B. Ability Gained

1. Describe the essence of hadith and science of Hadith as well as other terms its associated
2. Explain the position of hadith in Islam with strong arguments derived from the Koran, the hadith of the Prophet, ijma 'ulama and logic.
3. Show the function of tradition against al-Quran verses and hadith, including examples that explain it properly.
4. Tell the history of hadith and the science of hadith growth and its development properly.
5. Outline the issues of inkarussunnah (historical review) correctly.
6. Identify the hadith in terms of quantity and quality of sanad and its examples properly.
7. Show the character of hadith and its contribution in the field of hadith and knowledge properly.
8. Describe the method of analyzing the hadith / Takhrij hadith properly.

9. Give examples of the authentic hadith such as hadith about motivation, responsibility, honesty, perception, liver disease, and understand it well and connect it with the phenomena occurred in society.
10. Have faith in Hadith or Sunnah of the Prophet SAW as a second source of Islamic teachings after Koran correctly.
11. Show sincere attitude, responsibility and honesty as the implementation of the hadith of the Prophet SAW associated with such attitudes.
12. Show good behavior and morals towards others as the implementation of the hadith of the Prophet SAW.

C. Learning Materials

Based on the analysis of research finding on Hadith Studies learning materials, conditions and needs of students, the writer determined that the learning materials of Hadith Studies are as follows:

- 1) The nature of the hadith and the science of Hadith as well as other related terms.
 - a) The definition of Hadith and its synonyms
 - b) The definition of the Science of Hadith s and its synonyms
 - c) The structure of the Hadith: sanad, matan, and mukharrij
- 2) The position of hadith in Islam and its functions toward the Koran;
 - a) The verses about kehujjahan hadith
 - b) The function of Hadith to the Koran
- 3) The history of growth and development of hadith and science of hadith;
 - a) The history of growth and development of hadith
 - (1) Hadith during the Prophet's age
 - (2) Hadith during Companion age
 - (3) Hadith during tabiin's age
 - (4) Hadith during the codification and so on.
 - b) history of growth and development of the science of hadith
- 4) Inkarussunnah;
 - a) The Definition of Inkarussunnah

- b) The history of the emergence of inkarussunnah
 - c) Inkarussunnah Arguments
 - d) Ulama Rebuttal against inkarussunnah argument
 - e) The efforts of ulama in the rescue of sunnah
- 5) The classification of hadith in terms of the quantity of Hadith
 - a) Mutawatir; understanding and example
 - b) Masyhur Hadith: definition and example
 - c) Ahad Hadith; understanding and example
 - 6) Hadith Classification in terms of sanad quality;
 - a) Sahih Hadith; understanding and example
 - b) Hasan Hadith; understanding and example
 - c) Dhaif Hadith; understanding and example
 - 7) The characters in hadith and its contribution in the field of hadith and knowledge
 - 8) Introduction to Theory and practice of hadith research/ Takhrij hadith.
 - 9) Hadith related to motivation;
 - a) The Hadith content and its translation
 - b) The Quality of hadith
 - c) Asbabul-wurud (if any)
 - d) The purpose and explanation of the hadith.
 - e) Hadith relationship with department discipline
 - 10) Hadith related to honesty;
 - a) The content of Hadith and its translation
 - b) The quality of hadith
 - c) Asbabul-wurud (if any)
 - d) The purpose and explanation of the hadith.
 - e) Hadith relationship with department discipline

- 11) Hadith related to perception;
 - a) The content of Hadith and its translation
 - b) The quality of hadith
 - c) Asbabul-wurud (if any)
 - d) The purpose and explanation of the hadith.
 - e) Hadith relationship with department discipline
- 12) Hadith related to liver disease;
 - a) The content of Hadith and its translation
 - b) The quality of hadith
 - c) Asbabul-wurud (if any)
 - d) The purpose and explanation of the hadith.
 - e) Hadith relationship with department discipline
- 13) Hadith related to responsibility (leadership);
 - a) The content of Hadith and its translation
 - b) The quality of hadith
 - c) Asbabul-wurud (if any)
 - d) The purpose and explanation of the hadith.
 - e) Hadith relationship with department discipline

D. Strategies/ methods: cooperative learning, problem based learning, discovery learning and small project learning, discussion method, question and answer, and expository.

E. The time provided: 1 credit = 1 X meeting: 50 minutes, 60 minutes for individual task, 60 for structured task.

F. Learning Experience / Student Assignment

The learning experience in the form of student tasks include:

- 1) Performance and responsibility of individuals, covering the activity, attention, interest and motivation to learn and ethics.
- 2) Written test, covering the Mid-term Exam and Final Exam.

- 3) Individual tasks, including: resume material
- 4) The group task, including papers or reports. Aspects assessed are interest and motivation to learn, teamwork, cooperation, concern for others, responsibility for learning.

G. Indicators, Criteria and weights Ratings

1. Performance and responsibility of individuals, covering the activity, attention, interest and motivation to learn and ethics. (Weight 10%)
2. The individual task, include: resume material (Weight 40%)
3. The group task including making paper or groups report. Aspects assessed were cohesiveness, cooperation, concern for others, responsibility. (Weight 20%)
4. Test (Weight 30%)

H. References

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10. Jamaluddin Abu al-Hajjaj Yusuf al-Mizzi, *Tahdzîb al-Kamâl*.
11. Maktabatus Syamilah (CD Room), Internet, academic journal.
12. Textbook; students textbook, lecturer textbook, research journal article, Power Point Presentation, Hadith study textbook, popular academic books about hadith and the science of hadith, academic journal, sources from Internet, hadith experts, etc.

2) The Design of the Development of Contextual Model Learning Implementation in Hadith Learning

The design of the development of contextual model learning implementation in hadith learning based on the semester lesson plan (RPS) arranged by the researcher before refers to the process of Higher Education Learning Standards set by Permenristekdikti No. 044 of 2015 on National Education Standards where the implementation of the learning takes place in the form of interaction among lecturers, students, and learning sources in a particular learning environment. The characteristics of learning process consist of the interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered features. The process of learning in each course is conducted in accordance with RPS or other terms with the learning characteristics as intended. The process of learning in higher education through curricular activities will be conducted in a systematic and structured way through various courses and the learning responsibility measured.

The process of learning through curricular activities are required to use effective learning methods in accordance with the characteristics of subjects to achieve certain capabilities defined in the course in a series of learning outcomes.

Learning methods can be selected for the implementation of the courses include: group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of the learning outcomes of graduates.

Each course may use one or a combination of several methods of learning and is accommodated in a form of learning.

The steps of the implementation of contextual learning in general are as illustrated below:

Table 1

Syntax / Learning Steps Contextual Model

No	Steps of Contextual Model
A	Pre Activities
	1. Deliver the learning outcomes to be achieved
	2. Explain the importance / benefits of learning materials
	3. Explain the learning tasks and procedures to be implemented

<p>B</p>	<p>Core Activities: Implementing the concepts of contextual model, namely:</p> <ol style="list-style-type: none"> 1. Linkage / Relating 2. Independence (self-regulating) and direct experience (experiencing) 3. Working together (cooperating) and discussion 4. Applications / Applying 5. Authentic Assessment
<p>C</p>	<p>Post Activities:</p> <ol style="list-style-type: none"> 1. Summing up the results of learning 2. Feedback 3. Submission of further activities / next to do task 4. Close the Lesson

Pre-activities consist of delivering competency to be achieved, explaining the urgency/ benefits of learning materials, learning to explain the tasks and procedures to be carried out, explaining the learning tasks and procedures to be implemented.

In the core activities, lecturers apply the concept of linkage (Relating) by performing activities to direct students to relate the material studied by the student's prior knowledge or their experience or other material associated with other subjects or news or issues that are being talked, and so forth, and then the lecturer apply the concept of independence (self-regulating) which creates students activity demanding the independence of students in which they have direct experience implementing these activities (applying the concept of direct experiences/ experiencing), apply the concept of working together (cooperating) by directing student activities demanding them to work together and to have discussion, then, apply the concept of application (applying) by directing the activities of students demanding immediate applications. The application of authentic assessment is carried out during the process occurred by performing an assessment of any activities that have been carried out by students, both the activities of a group work, individual work, discussion, group work and the work of individual as well as the assessment of learning outcomes such as test results/ exam/ daily test/ oral test, written test, and practice.

The last is post activity consisting of summing up the results of learning by students, administering a post test, making feedback, informing further activities/ giving the next task, and closing the lessons.

The examples of the hadith study learning design implementation of contextual model-based development for two learning topics are as follows:

Table 2

The Implementation of Contextual Model in Hadith Study Learning

Chapter	Topic	Steps of Contextual Learning Activity
I	The essence of hadith and science of hadith and other terms associated	<p>a. Pre-activities</p> <ol style="list-style-type: none"> 1) Lecturer opens the class by saying basmalah 2) Lecturer describes competencies that must be achieved by the students, the benefits and the importance of the material to be discussed 3) Lecturer describes the learning procedure to be performed. <p>b. Core activities</p> <p>1) Linkage: Lecturer asks the students about what they've learned about the terms of hadith, science of hadith and its structures and what they have understood of the terms and in what context the terms are used by Muslims. (Debriefing, brainstorming)</p> <p>2) Independence and direct experience (experiencing). Students are motivated to write / express their search independently about the nature of the terms across a variety of references and their observations in their own environment. (Every one is a teacher here)</p> <p>3) Working together (cooperating) and discussion: students are divided into groups and asked to discuss and exchange the ideas in answering questions provided that related to the topic and report the results of along the discussion. Lecturers give reward to the results of the discussion that has been done by the students. (Small group discussion)</p> <p>4) Application and Authentic Assessment: Lecturer does process and result assessment in all aspects (cognitive, affective and psychomotor) by using the instruments provided previously.</p> <p>c. Post activities</p> <ol style="list-style-type: none"> 1) Students are asked alternately to conclude the material learned. 2) Each students are asked to write a conclusion on their summary book. 3) Students are required to read and resume the material that will be discussed at the third meeting, namely about the position of hadith in Islam and its functions to Koran and interview the public figures sorround the students' environment about the position of hadith in Islam and their views of society's implementation of hadith.

<p>2</p> <p>Hadith position in Islam and its function to Koran</p>	<p>a. Pre-activities</p> <ol style="list-style-type: none"> 1) Lecturer opens the class by saying basmalah 2) Lecturer does apperception (connecting todays material with the previous material) and describes the competencies that must be achieved by the students, its benefits and the importance of the material to be discussed 3) Lecturer describes the learning procedure to be performed. <p>b. Core activities</p> <ol style="list-style-type: none"> 1) Linkage: Lecturer asks the students about the results of student interviews with public figures in their environment related to their view of the position of hadith in Islam and in the practice of public worship. 2) Independence and direct experience (experiencing): Students are encouraged to write / express their results independently both from the various references and of their interviews in their own environment. 3) Working together (cooperating) and discussion: students are divided into groups and asked to discuss and exchange the ideas in answering questions provided related to the topic and report the results of along the discussion. Lecturer rewards the results of students' discussion. 4) Authentic Assessment: Lecturer measures and assesses the learning outcomes in all aspects (cognitive, affective and psychomotor) by using instruments provided previously. <p>c. Post activities</p> <ol style="list-style-type: none"> 1) Students are asked alternately to conclude the material learned. 2) Each student is asked to write a summary on the their summary book. 3) Students are required to read and resume the material to be discussed at the fourth meeting about the history hadith development and the science of hadith
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3) Assessment

To determine the achievement of learning objectives, then, the appropriate assessment with contextual learning components was done-authentic assessment. The scope of the assessment consisted of reviewing

the process and learning outcome assessment. The assessment instrument used is as follows:

1. Performance and responsibility of individuals covering the activity, attention, interest and motivation to learn and ethics.

Table 3

Observation Sheet; Performance and responsibility of the Individual

Students' Name	Aspects Scored				
	Activeness	Attention	Interest	Learning Motivation	Ethics

Note: The behavioral aspect is filled with a number corresponding to the following criteria: 4 = excellent, 3 = good, 2 = adequate, 1 = less

2. Individual task, includes: the summary of material
 - a) Objective of the tasks (in accordance with the topics covered)
 - b) Assessment Criteria

Table 4

Resume Assessment Criteria

Dimension	Very satisfactory	Satisfactory	Limit	Less satisfactory	Under standart	Score
Concept Completeness	Complete and Integrated	Complete	Still lack of two aspects that have not been revealed	Only showed a half of the concept	There is no concept	
The appropriateness of concept	Expressed appropriately, in accordance with its original concept and its synthetic analysis helping to understand the concepts	Expressed correctly but descriptive	Most of the concepts have been revealed, but there is still missed	Not really able to reveal important aspects, exceed the page, there is no process encapsulates just imitate	No concepts presented	
References completeness	More than 3 references	3 references	2 references	1 reference	There is no reference	

3. Group task, includes making paper or report groups. Aspects assessed were cohesiveness, cooperation, concern for others, responsibility.

Table 5

Group Task;

Attitude Observations of Group Work in the Classroom

No	Name	Behavioral aspects assessed			
		Cooperation	Responsibility	Discipline	solidarity

Note: Behavioral Aspect assessed is filled by the suitable number with criteria such: 4= very good, 3=good, 2= enough, 1= less

Tabel 6

Observation Sheet activeness in discussions.

Name	Statement								
	Questioning		Answering		The correctness in answering		Ethics in speaking		
	Yes	No	Yes	No	Yes	No	Yes	No	

Note: It is filled by checklist (v)

4. Test (the items are suitable with the topic)

The assessment of the aspects of knowledge used test technique, both oral and written in the form of multiple choice and essay. The assessment of skills aspects used performance or practice, project, product, and portfolio.

D. CLOSING

1. Conclusions

Based on the above results it can be concluded that:

- a. The implementation of Hadith learning at UIN Suska Riau is still varied in the stage of planning, implementing, and assessing has already implemented a contextual model but not maximum because it still face many problems-from faculty, students, media and materials.
- b. The model design offered is the development of a contextual model of learning Hadith Study at UIN SUSKA Riau.

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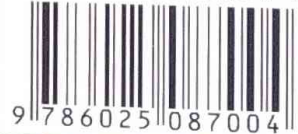
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