

Implementation of the Lecture Method in Al-Qur'an and Hadith Learning among Grade X Students at MA Perguruan Gubahan Islam

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Abstract: This study aims to analyze the implementation of the lecture method in Al-Qur'an and Hadith learning among Grade X students at MA Perguruan Gubahan Islam. The lecture method remains widely used in Islamic Religious Education because it enables teachers to deliver learning materials systematically, directly, and efficiently. This study employed a qualitative approach with a descriptive research design. Data were collected through observations of the learning process, interviews with the Al-Qur'an and Hadith teacher and students, and documentation related to the implementation of learning activities. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The findings indicate that the lecture method in Al-Qur'an and Hadith learning was implemented through several stages, including material preparation, systematic delivery of learning content, provision of examples and explanations, and evaluation of students' understanding. The lecture method helped teachers deliver Al-Qur'an and Hadith materials efficiently and enabled students to obtain direct explanations from the teacher. However, its implementation needs to be combined with question-and-answer sessions, discussions, and assignments to encourage students' active participation and prevent them from becoming merely passive recipients of information. Therefore, the lecture method can be effectively applied in Al-Qur'an and Hadith learning when it is planned, communicative, and adapted to students' characteristics and learning needs.

Keywords: Lecture Method; Al-Qur'an and Hadith Learning; Grade X Students; Madrasah Aliyah; Islamic Religious Education.

Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi metode ceramah dalam pembelajaran Al-Qur'an Hadis pada siswa kelas X MA Perguruan Gubahan Islam. Metode ceramah merupakan salah satu metode pembelajaran yang masih banyak digunakan dalam proses pembelajaran Pendidikan Agama Islam karena memungkinkan guru menyampaikan materi secara

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sistematis, terarah, dan efisien. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data penelitian diperoleh melalui observasi terhadap proses pembelajaran, wawancara dengan guru mata pelajaran Al-Qur'an Hadis dan siswa, serta dokumentasi yang berkaitan dengan pelaksanaan pembelajaran. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi metode ceramah dalam pembelajaran Al-Qur'an Hadis dilakukan melalui beberapa tahap, yaitu persiapan materi, penyampaian materi secara sistematis, pemberian contoh dan penjelasan, serta evaluasi pemahaman siswa. Metode ceramah membantu guru menyampaikan materi Al-Qur'an Hadis dalam waktu yang relatif efisien dan memudahkan siswa memperoleh penjelasan secara langsung. Namun, penerapannya perlu dikombinasikan dengan metode tanya jawab, diskusi, dan pemberian tugas agar siswa lebih aktif serta tidak hanya berperan sebagai penerima informasi. Dengan demikian, metode ceramah dapat digunakan secara efektif dalam pembelajaran Al-Qur'an Hadis apabila diterapkan secara terencana, komunikatif, dan disesuaikan dengan karakteristik serta kebutuhan siswa.

Kata Kunci: Metode Ceramah; Pembelajaran Al-Qur'an Hadis; Siswa Kelas X; Madrasah Aliyah; Pembelajaran PAI.

A. Introduction

Education is a fundamental process that plays an essential role in developing individuals who possess knowledge, skills, attitudes, and character. In the context of Islamic education, the educational process is not only directed toward achieving intellectual competence but also toward developing personalities based on Islamic values. Islamic education seeks to develop students' potential comprehensively so that they are able to understand religious knowledge, internalize Islamic values, and implement them in their daily lives. Therefore, the learning process in Islamic educational institutions needs to be systematically designed by considering learning objectives, instructional materials, students' characteristics, teacher competence, and the learning methods employed (Achruh et al., 2021). The selection of learning methods is an important aspect because methods serve as a means of connecting learning objectives with the process of delivering instructional materials to students.

Islamic Religious Education has characteristics that distinguish it from learning processes that are solely oriented toward knowledge transfer. Islamic educational materials contain cognitive, affective, and psychomotor dimensions that are interconnected. Students are not only expected to know religious concepts but also to understand their meanings, believe in their values, and apply them in their daily behavior. In this context, the learning process needs to provide experiences that enable students to understand the material deeply and relate it to real-life situations. The Qur'an and Hadith, as the primary sources of Islamic teachings, have a strategic position in developing students' religious understanding (Muzakkir, 2015). Therefore, Qur'an and Hadith learning needs to be implemented systematically so that students do not merely master the material theoretically but are also able to understand the values and messages contained within it.

The Qur'an is the primary source of Islamic teachings that provides guidance for human beings in various aspects of life, while Hadith provides explanations, reinforcement, and practical examples of the teachings contained in the Qur'an. Therefore, Qur'an and Hadith learning should not only focus on students' ability to read or memorize texts but should also include their ability to understand the meanings of Qur'anic verses and Hadith and actualize their values in everyday life. Qur'anic learning involves reading, understanding meanings, studying content, and internalizing the guidance contained within it (Muzakkir, 2015). Thus, the learning process of the Qur'an and Hadith requires methods that can help teachers explain the material systematically while providing students with opportunities to understand and internalize the content being studied.

Teachers have a very important position in determining the success of the learning process. Qur'an and Hadith teachers do not merely function as instructors but also as facilitators, mentors, motivators, and learning evaluators. Teachers are required to possess pedagogical competence in planning lessons, determining objectives, selecting methods, delivering materials, managing classrooms, and evaluating students' learning outcomes. Pedagogical competence is an important aspect because teachers' ability to manage learning influences the extent to which instructional materials can be

understood by students. Therefore, the use of learning methods needs to be adapted to the characteristics of Qur'an and Hadith materials as well as students' levels of ability.

Learning methods refer to the approaches used by teachers to deliver instructional materials to students in order to achieve learning objectives. The selection of methods cannot be made arbitrarily because each subject matter has different characteristics and levels of difficulty. Appropriate methods can help create a learning process that is structured, efficient, and easy for students to understand. In Islamic education, various learning methods can be employed, including lectures, discussions, question-and-answer sessions, demonstrations, modeling, and other approaches (Achruh et al., 2021). This diversity provides teachers with opportunities to determine the most appropriate method based on learning objectives, material characteristics, classroom conditions, and students' needs.

One of the methods that continues to be widely used in the learning process is the lecture method. The lecture method is a teaching approach in which the teacher serves as the primary source of information by delivering instructional material orally to students. This method enables teachers to present a relatively large amount of material within a limited period of time. In Qur'an and Hadith learning, the lecture method can be used to explain the meanings of Qur'anic verses, the content of Hadith, the background of particular teachings, religious concepts, and the relationship between instructional materials and students' lives. The lecture method can also be used as an initial stage to provide basic understanding before students participate in other learning activities (Rusli, 2019).

The use of the lecture method has several advantages in the learning process. Teachers can present materials systematically and provide direct explanations to all students. This method also enables teachers to emphasize particular concepts that are considered important. In classrooms with relatively large numbers of students, lectures can be a practical method because teachers can deliver materials to all students simultaneously. Furthermore, teachers can adjust their explanations according to students' levels of understanding and provide clarification when certain concepts have

not been fully understood. Thus, the lecture method can help teachers organize Qur'an and Hadith materials in a structured manner.

Nevertheless, the excessive use of the lecture method also has limitations. Learning that is overly teacher-centered may cause students to become less active in the learning process. Students tend to function primarily as recipients of information, thereby limiting opportunities to ask questions, engage in discussions, express opinions, and explore concepts independently. Brown (2016) explains that the use of lectures needs to consider learning objectives and students' characteristics because one-way information delivery does not always produce optimal learning engagement. Therefore, the lecture method should be applied proportionally and should not be used as the only instructional method.

Effective learning requires students' active involvement in the learning process. Students need opportunities to ask questions, express opinions, engage in discussions, connect learning materials with their experiences, and reflect on the knowledge they have acquired. Prince (2004) explains that active learning involves students in various learning activities while encouraging them to think about the activities in which they participate. In Qur'an and Hadith learning, such involvement can be achieved through reading Qur'anic verses or Hadith, understanding their meanings, answering questions, discussing the instructional content, and relating the values learned to everyday life.

Therefore, the lecture method can be combined with other instructional methods to make the learning process more interactive. Teachers may initially present the material through lectures and subsequently conduct question-and-answer sessions, discussions, assignments, case studies, or exercises in understanding the content of Qur'anic verses and Hadith. Such combinations can enable the lecture method to function not merely as a means of transferring information but also as an introduction to more active learning activities. Michael (2006) explains that active learning provides students with opportunities to engage in thinking processes and problem-solving activities, thereby making learning more meaningful.

The characteristics of Qur'an and Hadith materials also make the lecture method relevant to certain aspects of the learning process. Qur'an and Hadith materials often

require conceptual, contextual, and interpretive explanations so that students can understand them appropriately. Teachers need to explain the meanings of verses, the content of Hadith, relationships among concepts, and the relevance of the material to students' lives. The lecture method can help teachers provide an initial framework of understanding before students engage in other learning activities. Rusli (2019) explains that the lecture method is one of the approaches that can be used in Qur'anic learning because it enables teachers to provide direct and systematic explanations of instructional materials.

In addition to learning methods, the quality of the learning process is strongly influenced by teachers' ability to manage learning activities. Teachers need to use language that is easy to understand, provide relevant examples, create a conducive learning environment, and give students opportunities to ask questions and express their opinions. Teachers also need to consider differences in students' abilities to understand Qur'an and Hadith materials. Such differences require teachers to employ flexible and adaptive learning strategies so that all students have equal opportunities to understand the materials presented.

Grade X students at Madrasah Aliyah are at a developmental stage in which they are beginning to develop more complex thinking abilities. At this stage, students need not only information but also opportunities to understand relationships among concepts, provide arguments, and connect learning materials with their life experiences. Therefore, Qur'an and Hadith learning at the Grade X level should be directed toward a process that not only provides religious knowledge but also develops students' thinking abilities and internalization of Islamic values. The lecture method can be used to establish a foundation of knowledge, but it should be complemented by interaction and learning activities so that students do not become passive learners.

Qur'an and Hadith learning also faces challenges arising from differences in students' abilities to read, understand, and interpret religious materials. Not all students have the same level of ability to understand Qur'anic and Hadith texts. Some students may understand the material quickly, whereas others may require simpler and repeated explanations. This condition requires teachers to employ methods that can provide

explanations gradually. The lecture method enables teachers to explain materials progressively, beginning with simple concepts and moving toward more complex ones, while also providing examples and directly clarifying students' difficulties.

In this context, the lecture method can serve as one approach that helps teachers address differences in students' understanding during the initial stages of learning. Teachers can present materials gradually, beginning with basic concepts and important terminology and continuing to the content of Qur'anic verses or Hadith and their application in everyday life. Teachers can also ask questions during lectures to assess students' levels of understanding. In this way, the lecture method can be developed into a communicative and dialogic learning approach. Lectures should not necessarily be understood as one-way activities but can function as a medium of instructional communication that provides opportunities for interaction between teachers and students.

The importance of methodological variation in learning is also supported by various studies on active learning. Freeman et al. (2014), through a meta-analysis, demonstrated that active learning can produce better learning outcomes than traditional instruction dominated by lectures. This finding does not mean that the lecture method should be completely abandoned; rather, it indicates that lectures should be strategically integrated into the learning process. In Qur'an and Hadith learning, lectures can be used to provide information and explanations, while discussions, question-and-answer sessions, and other activities can strengthen students' understanding and engagement.

In Islamic education, the use of learning methods should also consider the goal of developing students' morals and behavior. Qur'an and Hadith learning should not merely produce academic competence but should also influence students' ways of thinking, attitudes, and actions. The materials presented by teachers need to be connected with real-life situations so that Qur'anic and Hadith values can be understood as guidance for everyday life. Muzakkir (2015) emphasizes the importance of Qur'anic learning that goes beyond reading ability to include understanding the content and guidance contained within the Qur'an. Therefore, learning methods should be directed toward developing understanding that encourages students to practice Islamic values.

Various studies on Qur'anic learning indicate that the selection of learning methods is related to the quality of students' learning experiences. Systematic methods that correspond to learning objectives can help students understand materials more effectively. At the same time, monotonous instructional methods may reduce students' attention and engagement. Therefore, research on the implementation of the lecture method remains important, particularly to examine how this method is actually implemented in Qur'an and Hadith learning. Investigating learning practices within madrasah settings can provide insights into how teachers utilize lectures while addressing their limitations.

MA Perguruan Gubahan Islam provides a relevant context for examining the implementation of the lecture method in Qur'an and Hadith learning among Grade X students. Direct investigation of the learning process is necessary to understand how teachers prepare lessons, deliver materials, interact with students, provide opportunities for questions, and evaluate students' understanding. In addition, this research is important for identifying students' responses during learning and the factors that support or hinder the implementation of the lecture method. Such an investigation is expected to provide an empirical description of the implementation of the lecture method in Qur'an and Hadith learning within a madrasah context.

Based on the foregoing discussion, this study aims to analyze the implementation of the lecture method in Qur'an and Hadith learning among Grade X students at MA Perguruan Gubahan Islam. The study focuses on the implementation process of the lecture method, forms of teacher-student interaction, students' responses, as well as the advantages and challenges that arise during the learning process. This research is expected to contribute to the development of studies on learning methods in Islamic Religious Education and provide practical benefits for teachers in selecting and developing Qur'an and Hadith learning methods that are appropriate to students' characteristics. Thus, Qur'an and Hadith learning is expected not only to emphasize mastery of instructional materials but also to foster students' understanding, internalization, and application of Islamic values in their daily lives.

B. Research Methodology

This study employed a qualitative approach with a descriptive research design. The qualitative approach was selected because the study aimed to obtain an in-depth understanding of the implementation of the lecture method in Al-Qur'an and Hadith learning among Grade X students at MA Perguruan Gubahan Islam. A descriptive design was used to describe systematically the actual learning process, including lesson preparation, material delivery, teacher-student interaction, students' responses, and learning evaluation. The study focused on understanding the learning process in its natural setting without manipulating the learning conditions.

The research was conducted at MA Perguruan Gubahan Islam. The research subjects consisted of the Al-Qur'an and Hadith teacher and Grade X students who participated in the learning process. The selection of participants was conducted purposively based on their direct involvement in the implementation of the lecture method. The Al-Qur'an and Hadith teacher was selected as the primary informant because the teacher was directly responsible for planning and implementing the learning activities. Grade X students were involved as participants to provide information concerning their learning experiences, responses, understanding, and perceptions of the lecture method.

Data were collected using observation, interviews, and documentation. Observation was conducted directly during Al-Qur'an and Hadith learning activities to examine how the teacher implemented the lecture method. The observation focused on the teacher's preparation, opening activities, presentation of learning materials, use of examples, interaction with students, opportunities provided for questions and discussion, classroom management, and closing activities. The observation also examined students' attention, participation, responses, and involvement during the learning process. This technique enabled the researchers to obtain direct information concerning the actual implementation of the lecture method in the classroom.

Interviews were conducted with the Al-Qur'an and Hadith teacher and selected Grade X students. The interviews were semi-structured so that the researcher could use prepared questions while allowing participants to provide broader explanations based on

their experiences. Questions addressed the reasons for using the lecture method, the teacher's preparation, the process of delivering materials, students' responses, perceived advantages and limitations, supporting factors, and obstacles encountered during implementation. Interviews with students focused on their experiences in attending lessons, their level of understanding, their interest and attention during lectures, opportunities to ask questions, and their perceptions of the effectiveness of the method.

Documentation was used as a complementary data collection technique. Documents examined in this study included lesson plans, teaching materials, student assignments, learning evaluation documents, photographs of learning activities, and other relevant documents related to Al-Qur'an and Hadith learning. Documentation was used to strengthen information obtained from observations and interviews and to provide additional evidence regarding the implementation of the lecture method. The combination of observation, interviews, and documentation allowed the researcher to obtain more comprehensive information concerning the research phenomenon.

Data analysis was conducted interactively through three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, organizing, and simplifying information obtained from observations, interviews, and documentation according to the research focus. Relevant information concerning the implementation of the lecture method was categorized into several themes, such as lesson preparation, material delivery, classroom interaction, student responses, advantages, limitations, supporting factors, and inhibiting factors. The reduced data were then presented in a systematic narrative form to facilitate interpretation and identification of patterns emerging from the research findings.

The validity of the research data was maintained through data triangulation. Triangulation was conducted by comparing information obtained from different data collection techniques and different sources. Information from teacher interviews was compared with students' responses, classroom observation results, and relevant documentation. This process was intended to ensure that the findings reflected the actual conditions of Al-Qur'an and Hadith learning at MA Perguruan Gubahan Islam.

Through triangulation, inconsistencies in the data could be identified and clarified through additional examination of the available evidence.

The research procedures consisted of several stages, beginning with preliminary observation, identification of the research focus, preparation of research instruments, data collection, data analysis, and formulation of conclusions. During the preliminary stage, the researcher observed the general conditions of Al-Qur'an and Hadith learning and identified the use of the lecture method. The researcher then prepared observation guidelines and interview questions based on the research objectives. The data collection stage was conducted through classroom observations, interviews with the teacher and selected students, and collection of relevant documents. The collected data were subsequently analyzed systematically to produce a comprehensive description of the implementation of the lecture method.

The research findings were interpreted by examining the relationship between the lecture method and the learning process experienced by Grade X students. Particular attention was given to the extent to which the lecture method facilitated the delivery and understanding of Al-Qur'an and Hadith materials, as well as the extent to which students were actively involved in the learning process. The analysis also considered the teacher's efforts to overcome the limitations of lectures through questioning, explanations, examples, and other forms of classroom interaction. Consequently, the research was expected to provide an empirical description of the implementation of the lecture method and its relevance to Al-Qur'an and Hadith learning at the madrasah level.

C. Results and Discussion

The findings indicate that the lecture method remains an important instructional approach in Al-Qur'an and Hadith learning among Grade X students at MA Perguruan Gubahan Islam. Based on classroom observations and interviews, the method was primarily used by the teacher to deliver religious concepts, explain the meaning of Qur'anic verses and Hadith, and provide students with an initial understanding of the learning materials. The implementation of the lecture method was not limited to the

teacher speaking continuously throughout the lesson; rather, it involved explanation, questioning, clarification, and interaction with students. This finding indicates that the lecture method can still have a functional role in Islamic education when it is implemented purposefully and adapted to the characteristics of the learning material.

The implementation of the lecture method began with teacher preparation before the learning activity. The teacher prepared the instructional materials, determined the main concepts to be discussed, and considered the sequence in which the materials would be presented. Such preparation was important because Al-Qur'an and Hadith materials frequently contain concepts, terminology, textual meanings, and religious values that require systematic explanation. Rusli (2019) explains that the lecture method is particularly relevant when the learning material is extensive or when students encounter new information that requires an initial explanation. Therefore, the preparation stage functioned as an important foundation for ensuring that the lecture was focused and connected to the intended learning objectives.

The findings further show that the teacher generally began the lesson by creating an appropriate learning atmosphere. The opening stage involved greeting the students, introducing the topic, explaining the learning direction, and activating students' prior knowledge. This stage was important because students' understanding of religious materials is influenced by the extent to which they can connect new information with knowledge that they already possess. In Al-Qur'an and Hadith learning, activating prior knowledge can help students understand unfamiliar terminology, concepts, or textual meanings. Thus, although the dominant method was lecturing, the learning process included preliminary interaction that helped prepare students cognitively and emotionally for the lesson.

During the core learning activity, the teacher presented the material systematically through oral explanations. The explanation generally proceeded from general concepts to more specific information, allowing students to follow the discussion progressively. The teacher also emphasized important points and clarified terms that could potentially cause misunderstanding. This finding demonstrates one of the practical strengths of the lecture method: it enables teachers to organize substantial amounts of information in a

relatively efficient manner. Rusli (2019) similarly notes that lectures are appropriate when instructional materials are extensive or when students need introductory explanations of new information.

The teacher's explanation was particularly important when dealing with the meaning and content of Qur'anic verses and Hadith. Al-Qur'an and Hadith learning requires more than the mechanical reading or memorization of religious texts. Students need to understand meanings, lessons, guidance, and implications contained within the texts. Muzakkir (2015) emphasizes that learning the Qur'an includes efforts to learn how to read it, translate it, and understand the laws, lessons, and guidance contained within it. Consequently, the teacher's oral explanation served as a bridge between the textual material and students' understanding.

Another finding concerns the teacher's use of examples to make abstract religious concepts easier to understand. Rather than relying exclusively on definitions, the teacher connected certain concepts with situations that students could encounter in their everyday lives. This approach made the lecture more contextual and reduced the possibility that students would perceive the subject matter as merely theoretical. In Islamic education, contextualization is particularly important because the ultimate purpose of learning religious knowledge is not simply academic mastery but also the development of understanding and behavior based on Islamic teachings.

The classroom interaction also demonstrated that the lecture method was accompanied by question-and-answer activities. Students were given opportunities to ask questions when they encountered concepts or explanations that were unclear. The teacher responded by repeating explanations, providing additional examples, or presenting the concept from a different perspective. This finding is significant because it indicates that the implementation of the lecture method was not entirely one-directional. Instead, the teacher created opportunities for limited but meaningful interaction during the lesson.

The use of questions also functioned as an informal assessment of students' understanding. By asking questions during and after the explanation, the teacher could identify whether students had followed the material. Students who were unable to

answer appropriately could receive further clarification. This process demonstrates that assessment was integrated into the learning activity rather than being conducted exclusively at the end of the lesson. Such formative interaction is important in Al-Qur'an and Hadith learning because misunderstanding religious concepts can affect subsequent learning.

The findings also reveal that students' responses to the lecture method varied. Some students appeared attentive and considered the teacher's explanations useful, particularly when the material was difficult or unfamiliar. Other students showed lower levels of engagement when the lecture continued for an extended period without sufficient variation. This variation is consistent with the broader literature on lecture-based teaching, which suggests that conventional lectures can have limitations in sustaining cognitive engagement when students are primarily passive recipients of information (Brown, 2016).

The students' positive responses were particularly visible when the teacher delivered the material clearly and used examples that were closely related to students' experiences. This suggests that the effectiveness of the lecture method was influenced not simply by the existence of the method but by the quality of its implementation. A lecture delivered in a communicative, structured, and contextual manner can encourage attention and understanding more effectively than a lecture based solely on continuous verbal explanation. Therefore, teacher communication skills became an important factor in determining the quality of the learning experience.

Another important finding was that the lecture method was useful for managing the delivery of relatively large amounts of instructional content. Al-Qur'an and Hadith subjects contain numerous concepts, texts, meanings, and values that need to be introduced within limited instructional time. A well-organized lecture enables the teacher to establish a common knowledge base for all students. This characteristic explains why lectures remain relevant even though contemporary educational literature increasingly emphasizes student-centered learning. Rusli (2019) specifically identifies the lecture method as appropriate when the instructional material is extensive or consists of new information requiring initial explanation.

The findings also indicate that the teacher used repetition and emphasis as part of the explanation process. Important concepts were restated to reinforce students' understanding and memory. In Al-Qur'an and Hadith learning, repetition can be useful when students encounter Arabic terminology, unfamiliar concepts, or textual content that requires careful attention. Repetition also provides students with additional opportunities to process information. However, repetition becomes less effective when it is conducted mechanically without opportunities for students to apply or discuss the information.

The implementation of the lecture method also contributed to the development of students' basic religious knowledge. Through direct explanation, students received structured information about the material being studied. This was particularly valuable for students who required guidance before they could independently analyze the content of Qur'anic verses or Hadith. Muzakkir (2015) explains that Qur'anic learning involves reading, translating, and understanding the teachings and guidance contained in the Qur'an. Therefore, direct teacher explanation can function as an initial stage in developing the knowledge required for deeper engagement with religious texts.

However, the findings indicate that the lecture method also had limitations, particularly in relation to students' active participation. When the teacher dominated the classroom for a long period, some students became less involved in the learning process. Their role tended to shift toward listening and taking notes rather than analyzing, discussing, or applying the material. This finding is consistent with Brown's (2016) argument that conventional lectures have limitations in promoting critical thinking and cognitive engagement when they are based primarily on one-way information transmission.

The limitation of student participation suggests that the lecture method should not be regarded as a complete instructional strategy for every learning objective. It is more appropriately viewed as one component within a broader instructional design. Prince (2004) reviewed evidence concerning active learning and found broad support for active, collaborative, cooperative, and problem-based approaches, although the strength of evidence varies among specific practices. This perspective is relevant to the present

findings because the lecture method can provide foundational information, while active learning strategies can subsequently be used to deepen students' understanding.

The need for methodological variation becomes particularly important when the learning objective moves beyond remembering information toward interpretation, analysis, and application. For example, after explaining the meaning of a Qur'anic verse, the teacher can ask students to identify its central message, discuss its relevance to contemporary situations, or provide examples of how its values can be implemented. Such activities transform students from passive recipients into active participants. Therefore, the findings suggest that the lecture method can be strengthened when followed by discussion, questioning, reflection, or task-based activities.

The findings also indicate that teacher-student communication played an important role in determining whether lectures remained engaging. The teacher's ability to vary tone, provide examples, ask questions, and respond to students' reactions helped maintain classroom attention. This suggests that the effectiveness of lectures depends not only on the method itself but also on pedagogical skills. A lecture delivered with effective communication can create interaction even when the basic structure remains teacher-led.

The relationship between lectures and active learning is supported by empirical evidence from broader educational research. Freeman et al. (2014), based on a meta-analysis of 225 studies in science, technology, engineering, and mathematics education, reported higher average examination and concept-inventory performance under active learning than under traditional lecturing. Although these findings originate from STEM contexts rather than Islamic education, they provide a broader pedagogical basis for considering active participation as an important complement to lecture-based instruction.

At the same time, the present findings should not be interpreted as evidence that lectures are inherently ineffective. Instead, the findings demonstrate that their usefulness depends on instructional purpose, material characteristics, teacher competence, and student involvement. In Al-Qur'an and Hadith learning, lectures remain useful for introducing concepts, explaining textual meanings, clarifying difficult terminology, and

providing a common foundation of knowledge. The central issue is therefore not whether lectures should be used, but how they should be designed and combined with other instructional activities.

The religious characteristics of the subject also distinguish Al-Qur'an and Hadith learning from purely informational subjects. The objective is not only to enable students to reproduce knowledge but also to encourage understanding and implementation of Islamic teachings. Muzakkir (2015) emphasizes that learning the Qur'an encompasses understanding its teachings and guidance. Consequently, the lecture method becomes more educationally meaningful when explanations are connected to students' moral development and everyday behavior.

Another finding concerns classroom management. The lecture method enabled the teacher to maintain a relatively clear structure for the learning session. Because the teacher controlled the sequence and pace of explanation, the class could proceed according to the prepared instructional plan. This was particularly useful when dealing with materials that needed to be presented sequentially. However, excessive teacher control could also reduce opportunities for students to initiate discussion. Therefore, classroom management should balance teacher direction with opportunities for student participation.

The study also found that the availability of instructional facilities influenced the implementation of the lecture method. Lectures can be implemented even when technological or multimedia facilities are limited because the method primarily relies on teacher explanation and student attention. Rusli (2019) notes that lectures can be relevant when instructional facilities are inadequate, although their use should still be adjusted to the learning situation and students' needs. This characteristic makes the lecture method relatively accessible in different educational contexts.

Nevertheless, the findings suggest that limited facilities should not become a justification for maintaining monotonous instruction. Even without sophisticated technology, teachers can introduce simple participatory activities such as questions, short discussions, individual reflection, text analysis, and contextual examples. Such activities require more pedagogical creativity than technological resources. Therefore,

improving the quality of Al-Qur'an and Hadith learning does not necessarily depend on expensive facilities but also on the teacher's ability to design meaningful learning experiences.

The overall findings indicate that the lecture method at MA Perguruan Gubahan Islam can be considered functional when used systematically, communicatively, and in accordance with the characteristics of Al-Qur'an and Hadith materials. The method is particularly useful for delivering foundational knowledge, explaining difficult concepts, and organizing large amounts of information. However, its limitations become more apparent when the learning objectives require high levels of student participation, critical thinking, discussion, and application. Therefore, the findings support a balanced instructional model in which lectures are integrated with interactive learning activities.

In summary, the implementation of the lecture method in Grade X Al-Qur'an and Hadith learning demonstrates both practical strengths and pedagogical limitations. Its strengths include efficiency, systematic delivery, direct explanation, and suitability for introducing new or complex religious concepts. Its limitations include the possibility of reduced student participation, dependence on teacher communication skills, and potential decreases in attention when lectures become monotonous. These findings are consistent with the literature emphasizing that lectures can be useful but should not be treated as the only approach to effective learning (Brown, 2016; Prince, 2004).

Based on the findings and discussion, the implementation of the lecture method in Al-Qur'an and Hadith learning at MA Perguruan Gubahan Islam should be maintained as a complementary instructional method rather than as an exclusive teaching strategy. Teachers can use lectures to establish conceptual foundations and then employ question-and-answer activities, discussions, contextual examples, assignments, and reflection to strengthen students' understanding and engagement. Such integration is particularly important because learning the Qur'an involves not only reading but also understanding its teachings and guidance (Muzakkir, 2015). Thus, the most appropriate implementation of the lecture method is one that combines teacher clarity and systematic explanation with active student participation and meaningful application of Islamic values.

D. Conclusion

The study concludes that the implementation of the lecture method in Al-Qur'an and Hadith learning among Grade X students at MA Perguruan Gubahan Islam plays an important role in facilitating the delivery of religious learning materials. The method enables teachers to present concepts, meanings of Qur'anic verses and Hadith, and Islamic values systematically and efficiently. Through direct explanations, examples, repetition, and clarification, students can obtain a structured understanding of the materials being studied. The lecture method is particularly useful when teachers need to introduce new concepts or explain materials that require detailed interpretation and contextualization.

However, the findings also indicate that the lecture method has limitations when applied continuously without variation. Excessive teacher-centered instruction can reduce students' active participation, attention, and opportunities to develop critical and analytical thinking. Therefore, the lecture method should not be used as the sole instructional approach. Teachers need to combine lectures with question-and-answer sessions, discussions, assignments, contextual examples, reflection, and other student-centered activities. Such integration can maintain the advantages of lectures while reducing their limitations and creating a more interactive learning environment.

Overall, the effectiveness of the lecture method in Al-Qur'an and Hadith learning depends not only on the method itself but also on how the teacher implements and manages it. A well-planned, communicative, contextual, and interactive lecture can contribute positively to students' understanding of religious materials. The study therefore recommends that teachers use the lecture method strategically as part of a varied instructional approach that encourages students to understand, internalize, and apply the values of the Qur'an and Hadith in their daily lives. This approach is expected to strengthen not only students' academic understanding but also their attitudes, character, and religious behavior.

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