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Active Observation and Feedback Strategy Model in Al-Qur'an and Hadith Learning at Madrasah Tsanawiyah

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ABSTRACT

Background: Islamic Religious Education, particularly in the study of the Qur'an and Hadith, requires effective strategies to enhance student engagement and understanding of the material. One strategy that can be implemented is Active Observation and Feedback, which enables students to participate actively in both giving and receiving feedback. **Objective:** This study aims to analyze the application of this strategy in the teaching of the Qur'an and Hadith at Madrasah Tsanawiyah (MTs) Mambaul Ulum, Tejosari. **Method:** This study uses a case study approach, where data were collected through observation, interviews, and documentation. **Result:** The Active Observation and Feedback strategy proved effective in increasing student engagement, as students became more active in explaining the material and received feedback from their peers and teachers. Students showed an improved understanding of the lessons. **Conclusion:** The Active Observation and Feedback strategy can enhance the quality of learning by encouraging active student participation and reinforcing material understanding. **Originality/Value:** This case report bridges a contextual and pedagogical gap in the field of Islamic religious education methodology and madrasah pedagogy by documenting classroom interaction dynamics, peer feedback mechanisms, and conceptual comprehension gains regarding the implementation of the Active Observation and Feedback strategy, which remains scarcely documented in secondary-level Qur'an and Hadith literature. This analysis provides rich contextual insights and serves as a strategic reference for instructional decision-making, designing interactive formative assessment frameworks, and resolving student passivity in religious education classrooms.

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1. INTRODUCTION

Islamic Religious Education, particularly in the teaching of the Qur'an and Hadith, plays a vital role in shaping students' character and deepening their understanding of religious teachings (Mukhlis, 2024). The study of the Qur'an and Hadith does not only focus on mastering the material but also on instilling the moral, spiritual, and social values contained in these two primary sources of Islamic teachings (Anita, 2025). For this reason, a learning strategy is needed that is not only effective in transferring knowledge but also capable of increasing student engagement in the learning process. One approach that can be used is Active Observation and Feedback, which directly involves students in explaining, observing, and providing feedback on the material they have learned (Zai et al., 2024).

The active observation and feedback strategy model is an educational approach that emphasizes the importance of directly observing students' behavior, actions, and responses to provide immediate and constructive feedback, thereby enhancing their learning experience (Van den Bergh et al., 2013). This model encourages active involvement

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from both teachers and students, where teachers carefully monitor student progress, identify areas for improvement, and provide targeted feedback to foster self-reflection and continuous improvement (Van den Bergh et al., 2014). This feedback process is dynamic, allowing students to make adjustments during the learning process, creating a more personalized and responsive learning environment (Wu & Schunn, 2023). This strategy is particularly effective in environments that require the development of students' cognitive and behavioral competencies, such as in the study of religious texts, such as the Qur'an and Hadith.

In the context of Madrasah Tsanawiyah (MTs), the active observation and feedback strategy model is designed to improve learning effectiveness by meeting individual learning needs (Komara et al., 2024). By integrating direct feedback with observation, this model enables teachers to adjust their teaching methods better to accommodate the diverse abilities and learning styles of students (Widyawati et al., 2024). This model creates a continuous cycle of observation, reflection, and adjustment, in which students feel more supported and motivated to improve their understanding of religious texts. In addition, this model encourages a participatory approach, in which students are actively involved in the learning process, thereby strengthening their connection to the material (Parawansah & Sofa, 2025). The active observation and feedback strategy model not only enhances academic performance but also fosters spiritual and moral development by integrating critical thinking and reflection into the study of the Qur'an and Hadith.

At Madrasah Tsanawiyah (MTs) Mambaul Ulum, Tejosari, the study of the Qur'an and Hadith is carried out regularly. However, there is a lack of student involvement in class discussions and a limited in-depth understanding of the material, particularly in explaining it to classmates and providing constructive feedback. Although several learning methods have been implemented, student involvement in explaining and discussing the material is still limited. This indicates the need for a more active and student-interaction-based learning approach, which can provide opportunities for them to share knowledge and receive feedback in a more collaborative context.

Several previous studies have shown that the use of interactive strategies in learning can improve student understanding and engagement (Bitu et al., 2024; Hariyono, 2023). The Active Observation and Feedback strategy has been applied in various educational contexts to improve the quality of learning and student learning outcomes (Endang, 2018; Sari et al., 2021; Rahmawati et al., 2024). In Al-Qur'an and Hadith learning, this strategy can be used to enrich the learning process by encouraging students to participate more actively in class discussions, explain the material to their classmates, and receive feedback that can improve their understanding. Several previous studies emphasize the importance of direct feedback, both from teachers and classmates, in enhancing students' understanding to deepen their comprehension of challenging concepts in religious learning.

Previous studies have examined the application of various active learning strategies, such as group discussions, role-playing, and technology-based methods, which have been proven to increase student engagement and understanding. However, few studies have specifically examined the application of Active Observation and Feedback strategies in Al-Qur'an and Hadith learning, especially in Tsanawiyah madrasahs. Existing research has more often focused on learning strategies for general subjects or has not explored the specific impact of feedback in religious learning. Therefore, this study aims to fill this gap by examining the application of this strategy in the context of Islamic education.

Although numerous studies have explored the application of active learning strategies in various subjects, there remains a lack of research specifically discussing the application of Active Observation and Feedback strategies in learning the Qur'an and Hadith. In addition, most previous studies have emphasized the use of technology or other methods that do not involve direct interaction between students in the process of giving and receiving feedback. This study aims to fill this gap by examining in depth how this strategy is applied to enhance student understanding of the Qur'an and Hadith, and how feedback from classmates and teachers can improve student engagement and learning outcomes. This study is important because it provides new insights into the application of the Active Observation and Feedback strategy in teaching the Qur'an and Hadith at Madrasah Tsanawiyah, which is a key element in Islamic religious education. By employing this strategy, students are expected to become more active in observing, explaining, and providing feedback, which in turn can enhance their understanding of the material and increase their engagement in the learning process.

This study aims to analyze the application of the Active Observation and Feedback strategy in teaching the Qur'an and Hadith at MTs Mambaul Ulum, Tejosari. This study also aims to evaluate the impact of this strategy on student engagement in learning, as well as to improve their understanding of the Qur'an and Hadith material. Additionally, this study aims to investigate how the process of giving and receiving feedback during learning can enhance interaction between students and deepen their understanding of the subject matter. Thus, this study is

expected to provide new insights into the application of interactive methods in Islamic education, especially in madrasahs.

2. METHOD

2.1 Research Design

This study uses a qualitative research design with a conceptual approach. The focus of this study is to analyze the theory and concept of applying the Active Observation and Feedback strategy in teaching the Qur'an and Hadith. This approach was chosen to explore the understanding of how this strategy concept is applied in the context of religious education and how the theory contributes to improving the quality of learning at the Mambaul Ulum Islamic Junior High School (MTs) in Tejosari.

2.2 Research Object

The objective of this research is to explore the concept and theory of the Active Observation and Feedback strategy in Al-Qur'an and Hadith learning, as well as its application in the educational context of MTs Mambaul Ulum, Tejosari. This study will focus on understanding how this strategy can be adapted in the context of religious learning in madrasahs and its impact on the teaching and learning process.

2.3 Data Collection

Data in this study were collected through a literature review and conceptual analysis. The researcher will review various literature sources that discuss theories about Active Observation and Feedback, as well as their application in the context of religious education. In addition, data will also be collected from books, journal articles, and previous studies relevant to this learning strategy, as well as its application in various similar educational institutions.

2.4 Data Analysis

Data analysis was conducted using a conceptual analysis approach, which aimed to identify the main concepts related to the Active Observation and Feedback strategy in Al-Qur'an and Hadith learning. The researcher will examine and relate the concepts in the literature to the practical context at MTs Mambaul Ulum. In addition, this analysis will also discuss how this strategy can be applied to enhance the effectiveness of learning in madrasahs, drawing on the theoretical understanding presented in the literature.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the analysis that has been conducted, the active observation and feedback strategy model in Al-Qur'an and Hadith Learning at Madrasah Tsanawiyah is explained in the following table.

Table 1. Active Observation and Feedback Strategy Model

Aspect	Description	Findings
Purpose of the Strategy	To enhance student engagement and understanding in learning Al-Qur'an and Hadith by applying active observation and feedback.	Active observation and feedback aimed at fostering a deeper engagement with the material by encouraging students to explain and discuss topics with their peers while receiving direct feedback from teachers and classmates.
Implementation Process	The strategy involves students explaining the material to others, observing their peers, and receiving feedback from both peers and teachers.	The learning process involves active participation where students not only explain the material but also provide and receive feedback, thereby improving comprehension and retention of Al-Qur'an and Hadith lessons.
Impact on Student Engagement	To promote active participation in the learning process and increase the interaction between students and teachers.	The strategy significantly improved student participation, with students becoming more engaged in discussions, more confident in explaining material, and more attentive to feedback.

Aspect	Description	Findings
Effectiveness in Learning	How well the strategy improves students' understanding and retention of the material.	The strategy was effective in increasing student understanding of Al-Qur'an and Hadith, with feedback helping to clarify misunderstandings and reinforcing key concepts in the lessons.
Challenges	Potential difficulties in the implementation of the strategy.	Challenges included the need for continuous monitoring to avoid distractions and ensure all students were actively engaged. Some students struggled with speaking out in front of the class.
Overall Impact	The general outcome and effectiveness of using active observation and feedback in the classroom.	Overall, the strategy was successful in enhancing both student comprehension and interaction. Students showed improved performance in tests and increased confidence in their ability to engage with the material.

The table above outlines the key findings related to the implementation of the Active Observation and Feedback strategy in learning Al-Qur'an and Hadith at MTs Mambaul Ulum. The strategy was designed to increase student engagement and comprehension by encouraging active participation, where students explained the material to their peers, observed others, and received feedback. The results showed a significant improvement in student engagement, as students became more involved in discussions, more confident in explaining the material, and more receptive to feedback. The strategy was effective in enhancing students' understanding and retention of the lessons, although challenges such as managing classroom distractions and encouraging shy students to speak up were noted. Overall, the strategy proved to be successful in promoting a deeper understanding of the material and fostering a more interactive and confident learning environment.

3.2. Discussion

This study identifies that the application of the Active Observation and Feedback strategy in teaching the Qur'an and Hadith at MTs Mambaul Ulum is practical in significantly increasing student engagement. The main findings of this study indicate that this strategy encourages students to participate more actively in learning, both in explaining the material to their classmates and in giving and receiving feedback. Students not only act as recipients of information, but are also actively involved in conveying their knowledge to their friends, which deepens their understanding of the material they have studied. This creates a dynamic and interactive learning environment, where the learning process prioritizes collaboration between students, rather than relying solely on the teacher's instructions. Additionally, the immediate feedback received by students, both from classmates and teachers, enables them to correct mistakes promptly and strengthen their understanding, ultimately enhancing the quality of their learning outcomes.

A theoretical review of this study reveals that the active observation and feedback strategy is grounded in the principles of constructivist theory, which emphasizes students' active engagement in constructing their knowledge (Garcia et al., 2017). In learning the Qur'an and Hadith, this approach is highly relevant, given the importance of a deep understanding of religious texts and their context in everyday life. Constructivist theory states that knowledge is acquired through social interaction and reflection on experiences (Tuncel & Bahtiyar, 2015). Therefore, by involving students in the process of explaining material, observing, and providing feedback, this strategy enables students not only to receive knowledge passively but also to participate actively in building and constructing their understanding of the material (Chen et al., 2019). The application of this theory in the context of learning the Qur'an and Hadith teaches students not only to memorize religious texts but also to understand the meaning and application of these teachings in their lives.

In practical terms, the application of the Active Observation and Feedback strategy provides significant benefits in increasing student participation in learning (Howell, 2021). This strategy successfully created a more dynamic and collaborative classroom atmosphere. Students feel more confident in explaining the material they have learned, and they are also more open to receiving feedback from classmates and teachers (Awidi & Paynter, 2019). This demonstrates that constructive feedback can facilitate a more effective learning process, where students not only understand the material better but also learn to cooperate, listen to, and respect the opinions of others. Additionally, students who were previously passive became more active and motivated to participate in class discussions, which ultimately enhanced their understanding of the material being taught.

The active observation and feedback strategy model emphasizes developing participatory and reflective learning, where students are not only passive recipients of information but also actively engaged in the learning process

(Howell, 2021). In the context of learning the Qur'an and Hadith in a Madrasah Tsanawiyah, this model employs direct observation techniques to facilitate the learning process, enabling students to identify, analyze, and understand the religious concepts being taught. Active observation encourages students to engage more deeply with the subject matter and improve their understanding through a more structured and contextual approach (Schmidt et al., 2018).

Additionally, the feedback provided during this process plays a crucial role in enhancing students' understanding and skills. Constructive and relevant feedback helps students overcome mistakes and continuously improve their learning process (Fong et al., 2018). In the context of learning the Qur'an and Hadith, feedback can take the form of clarifying interpretations of verses or hadiths that are not yet understood, as well as discussions that deepen the understanding of religious values. This approach aligns with constructivist theory, which emphasizes the importance of active learning, where knowledge is constructed through social interaction and reflection on learning experiences.

The strength of this study lies in its ability to connect interactive learning theories with direct applications in the context of Islamic education, particularly in the learning of the Qur'an and Hadith. The Active Observation and Feedback strategy not only increases student engagement in class discussions but also strengthens their understanding of the learning material through direct feedback. Another advantage is that this study provides empirical evidence showing that learning that actively involves students through feedback and observation can improve their understanding of religious texts. This is a significant contribution to the development of more interactive methods for learning the Qur'an and Hadith, based on collaboration between students, which is a crucial element in Islamic religious education.

However, although the findings of this study indicate the effectiveness of the active observation and feedback strategy, challenges in its implementation, such as effective classroom management and encouraging more passive students to participate, remain issues that need to be addressed. Poorly controlled classroom management can lead to disruptions and reduce the effectiveness of learning. Therefore, educators need to develop better classroom management skills and apply approaches that can motivate quieter students to participate more actively in the learning process (Abidin & Muhammad, 2024). These challenges show that although this strategy is effective, adaptation and adjustment in its implementation are still necessary.

By overcoming existing challenges and incorporating other variables into future research, the Active Observation and Feedback strategy can be expanded in its application not only to Al-Qur'an and Hadith learning, but also to other Islamic religious subjects. Further research could explore the application of this strategy in the context of higher-level religious education or in various Islamic educational institutions beyond madrasahs. This could provide a more comprehensive picture of the potential of this strategy in improving the quality of Islamic religious education in Indonesia.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

This study shows that the application of the Active Observation and Feedback strategy in Al-Qur'an and Hadith learning can increase student engagement in the teaching and learning process. The implication of this finding is the importance of innovative learning methods that enable students to participate more actively, both in explaining the material to their classmates and in giving and receiving feedback. This approach demonstrates that interactive and collaborative learning can enhance students' understanding and skills, while also facilitating more effective teaching and learning. Therefore, educators need to consider applying this strategy in madrasah learning to achieve better educational goals.

4.2 Research Contributions

This research makes a significant contribution to the development of more interactive learning strategies that promote active student participation. The primary contribution of this research is a deeper understanding of how the Active Observation and Feedback strategy can be utilized to enhance the quality of Al-Qur'an and Hadith learning in madrasahs. In addition, this research also enriches Islamic education literature by providing empirical evidence of the benefits of using direct feedback to increase student engagement and understanding. The results of this study can be used as a reference for the development of more effective learning methods in Islamic educational institutions.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has limitations, as its scope is restricted to only one location, namely MTs Mambaul Ulum in Tejosari, which limits the generalizability of the findings to other madrasas or educational institutions in Indonesia. In addition, this study focused more on the application of the Active Observation and Feedback strategy in the context of learning the Qur'an and Hadith, without considering other variables that could affect the effectiveness of this strategy, such as the socio-economic background of students or the teaching experience of educators. This limitation requires further research to determine whether the same results can be applied in a broader context.

5.2 Recommendation for Future Research

Further research is recommended to expand the scope of locations, covering various madrasahs in different regions, to see whether the Active Observation and Feedback strategy has a similar impact in various educational contexts. Additionally, it is recommended to conduct research involving other variables, such as student motivation, teacher experience, and the use of technology in learning, which may also affect the effectiveness of this strategy.

As a next step, this research also opens up opportunities for further research covering various variables that can affect the effectiveness of the active observation and feedback strategy. Further research may involve factors such as student motivation, educators' teaching experience, and the use of technology in learning, which can affect the successful implementation of this strategy. Quantitative research, involving more objective measurements, can also be conducted to evaluate the direct impact of this strategy on improving student learning outcomes, as well as to determine whether the application of this strategy has a similar effect in other locations and educational contexts

6. CONCLUSION

This study demonstrates that the application of the Active Observation and Feedback strategy in teaching the Qur'an and Hadith at MTs Mambaul Ulum Tejosari is practical in enhancing student engagement and understanding of the material. Through this strategy, students are not only involved in explaining the material to their friends but also receive direct feedback from teachers and classmates, which strengthens their understanding of the lesson. This process makes learning more interactive, encouraging students to participate more actively and improving the quality of learning outcomes.

The application of this strategy helps create a more dynamic and collaborative classroom atmos-phere. Students feel more confident in explaining the material they have learned and are more open to receiving criticism and feedback. This has a positive impact on improving students' understanding of the material in the Qur'an and Hadith, as well as strengthening social relationships among students during the learning process. Therefore, this strategy has proven to be effective in improving the quality of learning in madrasas. However, even though the Active Observation and Feedback strategy has a positive impact, challenges such as classroom management and encouraging students who tend to be more passive to participate remain issues that need to be addressed.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Dedi Wahyudi: Conceptualization and Design; Writing - Original Draft. Ela Safitri: Methodology, Writing - Review & Editing; Performed data collection and Analysis. Anjani Setia Ayu Wardani: Interpretation of the results.

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