The Effect of Contextual Teaching and Learning Models on Al-Quran and Hadith Subjects

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Article Information

Abstract
This research was conducted at MTs Arrukhshatul 'Ulum West Bandung with quantitative research using survey methods with correlation analysis to see the relationship between student learning independence and student learning outcomes using the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material. The population of this study was class VII students at MTs Arrukhshatul 'Ulum with a sample of 32 students. From the research conducted, it was found that the independent variable and the dependent variable had a very low correlation with a Correlation Coefficient value of 0.064 because it was found in the interval 0.00-0.19 and the significance value of the Correlation was 0.729 which means there was no correlation between student learning independence and learning outcomes students use the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material. This study did not carry out a linear regression test because the data were not normally distributed.

Kata kunci:
Stategi Pembelajaran, Pembelajaran Kontekstual, Al-Qur'an, dan Hadits

Abstrak
Penelitian ini dilaksanakan di MTs Arrukhshatul 'Ulum Bandung Barat dengan penelitian kuantitatif yang menggunakan metode survey dengan analisis korelasi untuk melihat keterkaitan antara kemandirian belajar siswa dan hasil belajar siswa menggunakan model pembelajaran Contextual Teaching and Learning (CTL) pada materi Al-Qur'an dan Hadits. Populasi penelitian ini adalah siswa kelas VII di MTs Arrukhshatul 'Ulum dengan sampel sebanyak 32 siswa. Dari penelitian yang dilakukan diperoleh antara variable bebas dan variable terikat memiliki hubungan yang sangat rendah dengan nilai Correlation Coefficient 0,064 karena terdapat pada interval 0,00 – 0,19 dan nilai signifikansi Correlations adalah 0,729 yang berarti tidak terdapat korelasi antara kemandirian belajar siswa dengan hasil belajar siswa menggunakan model pembelajaran Contextual Teaching and Learning (CTL) pada materi Al-Qur'an dan Hadits. Penelitian ini tidak dilakukan uji regresi linear dikarenakan data tidak berdistribusi normal.
INTRODUCTION

Education is a process of attitude or guidance of a person in an effort to mature themselves in teaching efforts to reach maturity because education will give birth to knowledge for students in the external and internal environment (Brito, Rodriguez, & Aparicio, 2018; Sagala, 2011). The purpose of education is written in Law no. 20 of 2003 concerning the national education system, Article 3 states that the purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and democratic citizens who are also responsible. answer (Izza, Falah, & Susilawati, 2020). Education is also known as the mutual humanizing of humans because education is one of the vital things and must be done as a guide in life in the growth and development of students to guide students to the goal of making a person have a good personality and broad insight (Arsyad, Sulfemi, & Fajartriani, 2020). Education is an attempt to prepare human beings to live perfectly and happily, to love the motherland, to have perfect manners, to have organized thoughts, to be refined in feelings, to be proficient at work, and to speak sweetly both orally and in writing (Boyle, Petriwskyj, Grieshaber, & Jones, 2021). From the perspective of Islam, education is a process for someone to gain knowledge that can support their standard of living and position before Allah SWT and other humans (Ellis & Hogard, 2018). The goal of Islamic education is human perfection in this world and the hereafter. By using science as a means, humans can achieve perfection through knowledge to give happiness in the world and as a way to get closer to Allah SWT (Budiman & Munfarid, 2017).

In addition, in education there is learning which is essentially a regulatory process and organizes the environment around students so that it can grow and encourage students to be able to carry out the learning process properly without discriminating between education for men and women (Rusman, 2014). Learning is the process of providing guidance or assistance to students in carrying out their learning process, as research conducted by (Kasmawati, Latuconsina, & Abrar, 2017) regarding the effect of learning on student learning outcomes where the role of the educator here is as a facilitator for students so that it can be conveyed knowledge in accordance with learning or educational goals, teaching and learning behavior are also inseparable from the subject matter.

The learning process is marked by the interaction between students and educators in learning activities, proceeding through the design, implementation and evaluation stages, educators must also facilitate students so that they can learn well and with two-way interaction between students and educators will produce a process effective learning and increase student motivation (Alpian, Anwar, & Puspawati, 2019). Student learning in emphasizing the construction of thinking about learning that is more meaningful will become knowledge that is in accordance with facts, concepts, and rules that will always be remembered by students in reconstructing this knowledge through their daily experiences (Dayal & Tiko, 2020; Reinodt, Haglund, Bremander, Jarbin, & Larsson, 2022). The learning process which is based on the process of seeking discovery through a systematic thinking
process will build frameworks, hypotheses, and explanations that are relevant to students' experiences in their daily lives (Chatterjee & Correia, 2020).

However, if on the contrary, the learning method provided by educators is said to be not good and less attractive to students, it will result in dissatisfaction for students, so that the knowledge conveyed is less meaningful (Laily, Astutik, & Haryanto, 2022). Students are required to think critically and be able to connect material with students' experiences contextually, and can develop students' abilities in analyzing a problem in life that occurs everyday (Musyaffa, Asiah, Fadhil, & Hindun, 2022). Thus, the learning process will be more functional, so the teaching and learning process must be made easy and fun at the same time so that students do not feel bored during the learning process (Wulandari, Fitria, & Wahidy, 2021). By selecting an appropriate and appropriate method, the teaching and learning process will be easier and more enjoyable for students, a pleasant atmosphere will affect the mood of students, if the atmosphere in the class is pleasant, then students' interest in learning to be actively involved in the learning process and learning objectives will be optimally achieved (Parisi, Dean, Pathak, & Gupta, 2021; Vieluf & Göbel, 2019). Therefore, this learning method is very important for educators to use in conveying material in class in order to improve the expected learning outcomes or goals.

Learning is essentially a process of interaction with all situations in students which is seen as a process directed towards goals and a process of acting through learning experiences designed and prepared by educators (Alwi & Mumtahana, 2023). One of the alternative learning methods in Islamic Religious Education that can make students active to be implicated in everyday life is the Contextual Teaching and Learning (CTL) method, which is a learning method that helps educators to coherence between the material being taught and real-world situations. students and encourage students to associate their knowledge with its application in their daily lives as family members and as a community (Tamam, 2017). In learning, students need to understand the meaning of learning, at what status are they gaining the knowledge they are being taught and how is it achieved so that later students are able to realize that what they are learning will be useful in the future for the survival of students (Dewi & Primayana, 2019; Tari & Rosana, 2019). Contextual Teaching and Learning (CTL) involves seven main components of effective learning, namely constructivism, questioning, inquiry, learning community, modeling, reflection and actual research, authentic assessment (Lie, 2022). Learning with the Contextual Teaching and Learning (CTL) method provides opportunities for students to do, try, and experience it for themselves, participants not only listen but are actively involved in the learning process in class (Suprijono, 2011).

Learning with the Contextual Teaching and Learning (CTL) method prioritizes real knowledge and experience, to be able to think at a higher level or High Order Thinking Skills, to be able to solve problems, and students can learn in a fun, voluntary way, without a boring atmosphere (Masyhudu, Nurbatra, & Hartiningsih, 2021; Qutsiyah, Asy'ari, Fadhillah, Sirojuddin, & Nasucha, 2022). The learning method on the Al-Qur'an Hadith is an attempt to present Al-Qur'an and Hadith study materials to students in the classroom so that they can be absorbed and understood properly by students and part of the effort to prepare early on so that students students can understand, be skilled at implementing and practicing the contents of the contents of the Qur'an and Hadith in their daily lives.
RESEARCH METHOD

This research was conducted at MTs Arrukhshatul 'Ulum West Bandung with quantitative research. This research method uses a survey method with correlation analysis to see the relationship between the independent variable, namely student learning independence and the dependent variable, namely student learning outcomes using the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material. The population of this study was class VII students at MTs Arrukhshatul 'Ulum with a sample of 32 students. The research instrument in this study used questionnaires and tests. Testing the requirements of the data analysis used consisted of a normality test and a linearity test with the hypothesis used, namely the correlation and regression tests.

RESULT AND DISCUSSION

RESULT

Correlation test is essentially used to determine whether there is a significant relationship or not, although correlation is one of the analytical techniques in statistics to find a relationship between two variables, namely the independent variable and the dependent variable which is quantitative in nature, this can occur due to causality. The processing of the research data was carried out with the help of the SPSS version 26 program.

Hypotesis

The Alternative Hypothesis (H_1 ) and the Null Hypothesis (H_0 ) are as follows:

H_0 : There is no correlation between student learning independence and student learning outcomes using the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material.

H_1 : There is a correlation between student learning independence and student learning outcomes using the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material.

The test criteria are:

1) Accept H0 if the sig. ≥ 0.05;
2) Reject H0 if the sig. < 0.05.

Descriptive Statistical Analysis

<table>
<thead>
<tr>
<th>Figure 1. Descriptive Statistics</th>
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<tr>
<td>N</td>
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<tr>
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<tr>
<td>Kemandirian_Belajar</td>
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<tr>
<td>Hasil_Belajar</td>
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<tr>
<td>Valid N (Listwise)</td>
</tr>
</tbody>
</table>
Based on the data on the Descriptive Statistics display, it was found that the number of students was 32 with the minimum and maximum scores on the independent variables being 78 and 82 while on the dependent variable being 78 and 85. For the total value, mean, standard deviation, and variance on the independent variables are 2564, 80.13, 1.431, and 2.048, while the dependent variable is 2588, 80.88, 1.862, 3.468.

**Normality Test**

The normality test is carried out to find out whether the data obtained comes from a normally distributed population or not, this is done as a condition for testing in inferential statistics. In this case the researcher uses Kolmogorov-Smirnov in terms of carrying out the normality test.

<table>
<thead>
<tr>
<th>Data</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
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<tbody>
<tr>
<td>Kemendir_Belajar</td>
<td>.254</td>
<td>32</td>
<td>.000</td>
</tr>
<tr>
<td>Hasil_Belajar</td>
<td>.223</td>
<td>32</td>
<td>.014</td>
</tr>
</tbody>
</table>

Based on the data on the Tests of Normality display, the significance value for Learning Independence and Learning Outcomes in the Kolmogorov-Smirnov is 0.000. From these data it is found that the significant value is less than 0.05, based on the decision making criteria H_o is rejected, so it can be concluded that the data is not normally distributed. Because the assumption of normality of the data was not fulfilled, then the Spearman-Rank Correlation Test and simple linear regression testing were not carried out.

**Chart 1. Normal Q-Q Plots**

In the Normal Q-Q Plot diagram of Learning Independence and Learning Outcomes, it can be seen that the data or points in the diagram do not spread around the diagonal line and are far from the line, so the data can be said to be not normally distributed.
Correlation test

To see the strength of the relationship from the correlation value is as follows (Sugiyono, 2013).

<table>
<thead>
<tr>
<th>Interval Koefisien</th>
<th>Relationship Strength</th>
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<tbody>
<tr>
<td>0,00 – 0,19</td>
<td>Very low</td>
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<tr>
<td>0,20 – 0,39</td>
<td>Low</td>
</tr>
<tr>
<td>0,40 – 0,59</td>
<td>Enough</td>
</tr>
<tr>
<td>0,60 – 0,79</td>
<td>Strong</td>
</tr>
<tr>
<td>0,80 – 1,00</td>
<td>Very strong</td>
</tr>
</tbody>
</table>

Table 1. Correlation Value

![Table 1. Correlation Value](image)

Figure 3. Correlations

![Figure 3. Correlations](image)

Based on data on the Correlations display, the significance value for Independent Learning and Learning Outcomes is 0.729. From these data it was found that the significant value was greater than 0.05, based on the decision-making criteria $H_o$ was accepted, so it could be concluded that there was no correlation between student learning independence and student learning outcomes using the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material and it can be said that student learning independence does not affect the learning outcomes of students who use the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material. While the value of the Correlation Coefficient is 0.064 and is found at intervals of 0.00-0.19, based on interpretation guidelines it can be said that the relationship between student learning independence and student learning outcomes can be said to be very low.

DISCUSSION

Contextual learning was developed by John Dewey in 1918 who formulated a curriculum and learning methods related to the experiences and interests of students (Sulistiani, 2020). Contextual comes from English, namely context which means relationship, atmosphere, or situation. Contextual learning is a learning concept that helps teachers correspond between the material being taught and students' situations in the real world to actualize students' knowledge of everyday life (Johnson, 2002; Sears, 2003). There are seven main components that make the learning characteristics of Contextual Teaching and Learning (CTL) including constructivism, asking, finding, learning communities, modeling, reflection, and actual research (Hasibuan, 2014). To apply students in learning, learning is needed which can provide opportunities for students to do, try, and experience independently, and not be passive listeners. CTL learning is oriented to the cognitive and
real world learning aspects, high order thinking skills, student centered, critical thinking, creative thinking, problem solving, so that students can learn more fun and not be boring to get learning information from various sources (Amirudin, Ruswandi, Erilhadiana, & Rohimah, 2022; Sari, Rahayu, & Widyaningrum, 2018; Tarwi & Naimah, 2022).

The components that characterize CTL learning are as follows (1) meaningful learning; (2) There are significant activities; (3) Learning that is regulated independently; (4) Collaborating; (5) Critical thinking; (6) think creatively; (7) Orient students' personalities; (8) Achieve the expected standardization; and (9) Authentic assessment. While the components of contextual learning include (1) Constructivism; (2) Discovery; (3) Asking; (4) Learning community; (5) Modeling; (6) Reflection; and (7) Authentic assessment. The basic principles of CTI learning include (1) linkage to relevance; (2) Experiencing; (3) Applicative; (4) Knowledge transfer; (5) Cooperation; and (6) cognitive, affective, and psychomotor aspects. These principles can be used as a reference in learning in the CTL model which can be implemented against learning process strategies compared to learning outcomes for students to be fully and directly involved in the form of activities for students to experience, not only transferring knowledge from educators to students (Sulistiani, 2020).

In applying the CTL learning model, educators a priori follow the three principles of the scientific method to support and regulate the principles of interdependence, differentiation, and self-regulation (Sailer, Schultz-Pernice, & Fischer, 2021). The combination of CTL learning activities and strategies can be aimed at including (1) Authentic learning; (2) Inquiry Learning; (3) problem-based learning; (4) service learning; and (5) Work-based learning. The learning steps for Contextual Teaching and Learning (CTL) are as follows (1) Expanding students' thinking; (2) Carry out student inquiry activities on all learning topics; (3) develop students' curiosity; (4) Creating a community for learning; (5) Presenting learning modeling; (6) Presenting reflections to students at the end of learning; and (7) Assessment of students. While the elements in contextual learning are (1) must pay attention to the knowledge possessed by students; (2) Learning is done holistically; (3) Learning emphasizes student understanding; (4) Learning is emphasized on student practicum; and (5) There is a learning strategy and development that is reflected on students (Suryawati, Osman, & Meerah, 2010).

Al-Qur'an and Hadith learning is part of preparing students to be able to understand, implement, and practice the contents through the learning carried (Ar Rasikh, 2019). The purpose of this research was carried out so that students are able to read, write, understand, and interpret the contents of the contents of the Al-Qur'an and Hadith in everyday life according to the learning model applied, namely CTL. In learning the Al-Qur'an and Hadith, an approach can be applied based on students' thoughts about the teaching and learning activities to be achieved, structural, and based on the thoughts of the Al-Qur'an and Hadith which have the rules and norms that apply in them. In addition, the learning that is carried out must be oriented towards the psychological approach of students regarding aspects of rationality, emotional, and memory, as well as socio-cultural, so that the material taught by educators to students can be fit and proper. These dimensions for students have significant potential for community development and can also develop cultural systems for welfare and happiness (Riinawati, 2022; Wahidah, Assidiq, & Maliki, 2022). Learning the Al-Qur'an and Hadith can prepare from the start so that students can
understand, implement, and practice the contents of the Al-Qur'an and Hadith through the learning process so that they become individuals who believe and fear Allah SWT.

Education can be viewed from two perspectives, namely society and the individual, so that Islam is present in a comprehensive manner to form education based on the Qur'an and Hadith in educating individuals to become human beings who are devout and noble in society as stated in QS. At-Taubah 9:[122], QS. Al-Alaq 96:[1-5], and QS. Luqman 31:[12-19]. Such real attention to education means that Islam has a vision and mission on educational issues, which underlines that education is a very important right and obligation to be learned and taught. The purpose of education in the perspective of the Qur'an and Hadith is also contained in QS. Al-Baqarah 2:[207] about seeking the pleasure of Allah SWT, QS. Al-Imran 3:[102] about piety to Allah SWT, QS. Al-Baqarah 2:[30] about khalifatullah, and QS. Az-Zariyat 51:[56] about Abdullah. In addition, the goals of education according to Islam have 4 aspects including (1) the achievement of monotheism education; (2) Knowing the knowledge of Allah SWT; (3) Knowing the qudrah of Allah SWT; and (4) Knowing the deeds of Allah SWT. The purpose of education in Islam also has 4 dimensions, including physical, spiritual, intellectual and social education (Zaim, 2019).

The differentiation of the goals of education in Islam lies in the aspect of emphasis, so that various perspectives of opinion on these goals rely on the Al-Qur'an and the Hadith itself which are formulated, among other things, to grow and expand devotion to Allah SWT, foster attitudes and souls to always worship and worshiping Allah SWT, Fostering akhlakul karimah as HR. Al-Bukhari "That I was sent to perfect noble morals", and created a leader who is good and forbidding evil. Education aims to achieve equilibration of human personality comprehensively through aspects of IQ, EQ, and SQ (Amelia, Saputro, & Purwanti, 2022). So that education can provide services in growing humans in these three aspects both individually and in society, in order to motivate all aspects towards goodness and perfection with the final result that can be seen is the realization of submission to Allah SWT and following the teachings of Rasulullah SAW (Jannah, 2020). This simplification of educational goals can be oriented towards seeking the pleasure of Allah SWT, with education can give birth to individuals and communities who are moral and of high quality, so that they can spread kindness and benefit widely (Azizah, Rizal, Yudtika, & Sitepu, 2022; Fuadi, Nasution, & Wijaya, 2023). The formation of humans who are perfect human beings and have the form of the Qur'an, humans who have religious, cultural, scientific and functional dimensions to the role of humans as servants of Allah SWT (Nata, 2016). Islamic education serves as internalization and contemplation of Islamic values in expanding students so that they can practice knowledge that is dynamic and flexible in faith and piety (Tari & Rosana, 2019).

The implementation of learning on Al-Qur'an and Hadith material carried out at MTs Arrukhshatul 'Ulum West Bandung showed abnormal data so there was no need to do a regression test, with no correlation and interpretation of a very low correlation coefficient of 0.064. It is understood that Contextual Teaching and Learning (CTL) learning coupled with Al-Qur'an and Hadith material does not have a significant effect with a sample of 32 students from the class VII population at MTs Arrukhshatul 'Ulum West Bandung, with this to fulfill the influence it is hoped that material that is doctrinal and tends to be standard can be subject to other learning models besides Contextual Teaching and Learning (CTL) or it
can be said that the samples tested can be more numerous to be more convincing as well as accurate in quantitative understanding where the more samples tested, the more directly proportional with more reliable results. Research conducted in West Bandung is also a crucial locus in seeing the influence that occurs, geographically it can be said that students at MTs Arrukhshatul 'Ulum West Bandung have come into contact with the Al-Qur'an and Hadith from an early age, this has been proven empirically beyond the school attends additional religious lessons such as reciting the Koran and is close to a boarding school, so that intuitively these students should have a close and strict understanding of logic as well as matters found in the Al-Qur'an and Hadith to be interpreted in their daily lives independently.

**Chart 2. Standard Deviation**

![chart showing standard deviation](image)

The standard deviation value of Al-Qur'an and Hadith material shows learning independence and student learning outcomes using the Contextual Teaching and Learning (CTL) learning model has a difference of 0.431 which this standard deviation shows descriptively that the smaller the value obtained, the spread of data is close to the value average and vice versa if the data standard deviation value is greater then it shows the spread of the data away from the average value, descriptively it can be seen that the standard deviation value of student learning independence is smaller than the standard deviation value of student learning outcomes using the Contextual Teaching and Learning learning model (CTL) means the stronger and more reliable the learning independence of students compared to student learning outcomes. With student learning independence as the dependent variable in this study, it shows that it can already be seen that even without learning outcomes they are quite accustomed and independent to learning the Qur'an and Hadith, because the distribution of the average data on student learning outcomes has a difference 0.431 on student learning independence.

**Chart 3. Average**

![chart showing average](image)
The average score on Al-Qur'an and Hadith material shows learning independence and student learning outcomes using the Contextual Teaching and Learning (CTL) learning model has a difference of 0.75 with a concentration of data on student learning outcomes greater than student learning independence. It can be seen descriptively that the amount of data on student learning outcomes and student learning independence is 2588 and 2564, so it can be ascertained that the average student score will be greater in student learning outcomes due to the same number of students, namely 32, besides that the highest score owned by student learning outcomes is 85 while student learning independence is 82.

From the research conducted it is very clear that there are results that are not significantly different between the standard deviation and the average value when viewed from descriptive statistics, but this needs to be tested inferentially to be more convincing in seeing the effect of independent learning on student learning outcomes to what extent. The things that were found can be said that the students of MTs Arrukhshatul 'Ulum have very much contact with the Al-Qur'an and Hadith, because the environment in West Bandung is very thick with religious activities where the majority are Muslims. So that students are familiar with internalizing themselves against the Al-Qur'an and Hadith which can be independently implied in their daily life, it is hoped that learning with the CTL model can be continued for further research with other learning models to see other influences on independent learning when viewed from aspects outside Contextual Teaching and Learning or vice versa where learning using the CTL model is still carried out but learning independence as the dependent variable can be replaced with other aspects to see whether there is an influence or not.

CONCLUSION

Based on the research results and hypothesis testing, it can be concluded that student learning independence with student learning outcomes using the Contextual Teaching and Learning (CTL) learning model in Al-Qur'an and Hadith material has a very low relationship with the Correlation Coefficient value of 0.064 because it is found in the interval 0.00-0.19. The significance value of correlations is 0.729, which means that there is no correlation between student learning independence and student learning outcomes and this study did not carry out a linear regression test because the data were not normally distributed, this study included a positive correlation because the independent variable and the dependent variable experienced the same changes. Implementation of the Contextual Teaching and Learning (CTL) learning model on Al-Qur'an and Hadith material can influence student learning success. This is evidenced by the average score on student learning outcomes is greater than student learning independence, besides that students are required to be collaborative in small groups that are constructed will think in an inquiry manner, which means they can search for knowledge independently, but due to the research locus that intersects with many religious places such as Islamic boarding schools and also schools, it is not surprising that the results obtained do not have a significant effect on the results. Learning with student learning independence, it can be said that this is very logical when compared to having a very high influence, it can be said semiotically that this is very irrational. Based on several studies that aim to see the influence on student learning
outcomes using the CTL learning model, it is very rare to find its orientation to Al-Qur'an and Hadith material, so this research was conducted to see the rationality of learning carried out on the dependent variable with the independent variable. The development of learning models is a necessity that must be carefully prepared and carried out by educators to support learning activities to get the desired results. Thus this research is expected to obtain satisfactory results as expected, so that other learning models that are to be oriented along with the material being oriented and looking at the social culture of the research locus can be implemented properly.

REFERENCES

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