

Strategi

**Pembangunan dan Rekabentuk
 Pengajaran Hadis
 Muhajirin-Ansar**

[Design

**and Development of
 Muhajirin-Ansar Teaching Strategy]**

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*Hadith; Future-Ready
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ABSTRACT

Malaysia Higher Education Blueprint 2015-2025 emphasizes on high impact educational practices in teaching and learning to produce future ready graduates with 21st century skills. Therefore, teaching and learning must be creatively designed, collaboratively involved many efforts and they should be structured with immersive and innovative learning experiences. Additionally, the emphasis on innovative teaching has becomes a priority to the universities and nation. In order to achieve excellent in educational practices, reflective teaching is essential. This article aims to discuss the practice of reflective in teaching which assisted lecturers in designing of a new teaching strategy in two courses; PPPN3333 Hadith I and PPPN3453 Hadith II. The philosophy and basic foundation for the new teaching and learning strategy are derived from learning experiences of the companions of Prophet Muhammad, Gibb's Reflective Cycle and ASSURE models. The study underlines the requirement for change in teaching and learning based on several factors. They are (a) to attain the course learning objectives, (b) to adapt with new generation's learning styles, (c) and their backgrounds, (d) to solve the limitations of learning experiences due to the inadequacies of physical and infrastructural facilities, (e) teaching time and schedule, (f) employability; the need for producing graduates with 21st century skills, (g) among Islamic studies graduates who are ready for the current and new challenges. Thus, a new teaching strategy is designed that combined three learning approaches which are known as Pencarian Maklumat Terarah (Structured Knowledge Expedition), Pembelajaran Kolaboratif (Collaborative Learning) and Kumpulan Malim (Mentoring). Those approaches are applied during classroom teaching and activities for the whole semesters. The result indicates that the application of the new strategy provides positive changes in students' cognitive and affective levels. Also it motivates life long learning among them. Therefore, this article strongly emphasizes on the practice of reflective teaching so that new teaching strategies can be produced for the betterment of education and in encountering with new teaching and learning challenges during pandemic crisis.

**Kata
Kunci:**

Hadis; Kaedah Pengajaran;
Model Kitaran Refleksi;
Pemudahcara Pembelajaran;
Graduan Pengajian Islam
Berkemahiran Tinggi

ABSTRAK

Pelan Pembangunan Pendidikan Tinggi Kementerian Pengajian Tinggi 2015-2025 menekankan amalan pengajaran dan pembelajaran berimpak tinggi bagi menyediakan graduan dengan skil abad ke-21. Bagi mencapai hasrat tersebut, rekabentuk pengajaran dan pembelajaran yang lebih kreatif, kolaboratif, bermakna dan inovatif perlu diusahakan. Penekanan kepada aspek inovatif menjadi prioriti supaya graduan yang dilahirkan memenuhi hasrat universiti dan negara. Bagi mempertingkatkan dan memperbaiki proses pengajaran, refleksi pengajaran menjadi keperluan. Makalah ini bertujuan membincangkan proses refleksi pensyarah sepanjang pengajaran yang menatijahkan kepada rekabentuk pendekatan baharu dalam kursus Hadith I PPPN3333 dan Hadith II PPPN3453. Falsafah dan teras dalam amalan pembelajaran para Sahabat RA, Model Kitaran Refleksi Gibb dan Model ASSURE dengan pengubahsuaian digunakan sebagai kerangka dalam pembangunan pendekatan pengajaran baharu. Kajian mendapati keperluan melakukan perubahan kaedah pengajaran dengan mengambilkira faktor (a) hasil pembelajaran kursus, (b) gaya pembelajaran dan (c) latar belakang generasi. Selain itu faktor (d) fizikal dan infrastruktur, (e) waktu kuliah, (f) keperluan penghasilan graduan yang memenuhi ciri graduan abad ke-21 dan (g) cabaran semasa dalam bidang tujahan pengajian Islam. Terdapat sepuluh tahap dalam proses reflektif telah dijalankan. Hasilnya, tiga gabungan pendekatan pengajaran baharu direkabentuk iaitu kaedah pembelajaran berasaskan Pencarian Maklumat Terarah (PMT), Pembelajaran Kolaboratif dan Peranan Kumpulan Malim atau Mentoran. Gabungan pendekatan tersebut telah diaplikasikan dalam sesi pembelajaran dan ia menatijahkan perubahan positif dari aspek kognitif dan afektif serta memberikan kesan berpanjangan kepada motivasi dan kelestarian pembelajaran sepanjang hayat. Kajian mencadangkan agar proses reflektif pengajaran terus dilaksanakan bagi menghasilkan pendekatan-pendekatan pengajaran baharu yang bersesuaian khususnya dalam mendepani keperluan pendidikan dan cabaran krisis pandemik.

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1. Pendahuluan

2. Kepelbagaian Kaedah dalam Pembelajaran Hadis

3.

4.

7.

Kesimpulan

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