

Application of the Movement Method in Efforts to Improve Memorization of Hadith in the Hadith

Isra Hayati¹, Nurul Zahrianti Jf², Juita Rahmadani Manik³

Faculty of Islamic Studies, Muhammadiyah University of North Sumatra

Jl. Kapten Mukhtar Basri No. 3 Medan, Indonesia

Email: israhayati@umsu.ac.id

ABSTRACT

The background of the application of the movement method for memorizing hadīṣ in Tadika with focus on memorizing hadīṣ for group B children. Data collection conducted by observation, interviews, and documentation. This research is background backed by the activities of memorizing hadīṣ which are often carried out by schools and teachers use the lecture method and assign students to memorize Ḥadīṣ. So that the child looks passive and the learning atmosphere is not conducive. During the apperception in the next lesson, many children have forgotten, only a few children are still able to remember the Ḥadīṣ they have learned. The results showed that: Application of the movement method for memorizing Ḥadīṣ in children in Tadika, Malaysia. Second, the implementation of activities memorize Ḥadīṣ at first done at home without movement and done at school with hand symbol movements with classical activities, the third evaluation Ḥadīṣ memorizing activities in the form of level of attainment and follow-up will be reported to parents during the meeting of the two end of the theme. Factor support in applying the movement method to memorize Ḥadīṣ on Tadika Among others: handouts for parents, children's interests, self-confidence, class atmosphere which is conducive, and a manual of movement methods for memorizing Ḥadīṣ. Factor obstacles in memorizing Ḥadīṣ with the movement method, namely: style children's learning, children's memory, teacher's ability and lack of training to parents regarding the method of movement to memorize Ḥadīṣ, no pictures full color, and Ḥadīṣ is not equipped with asbabul wurud.

Keywords : method of movement, memorization of hadith

INTRODUCTION

Ḥadīṣ is all the words (sayings), deeds and decrees as well as the approval of the Prophet Muhammad SAW which was made into a stipulation or law in Islam. Ḥadīṣ has been agreed upon by the Muslims as the second source of Islamic knowledge and law, after the Qur'an. As sources of knowledge and law, the role of Ḥadīṣ on the Al-Qur'an, among others Affirming the laws contained in the Qur'an, Explaining concise explanations of the Qur'an and, Establishes unstated laws in the Qur'an. One of the efforts to guard this sunnah is memorizing Ḥadīṣ(hifzhul Ḥadīṣ). From Ibn 'Abbas said: Rasulullah saw said: "Love Allah because He has given you pleasure, love me because love Allah, and love my family because of love for me. (Narrated by Imam Turmudzi and Imam Hakim)" (Asyuyuti, 2006, p. 312). this Ḥadīṣ explains that Muslims are encouraged to love him (Prophet Muhammad SAW) not only follow in all his

footsteps but also by practicing all his words and deeds. Thus the people Islam needs to instill a sense of love for Prophet Muhammad SAW through Ḥadīṣ–Simple Ḥadīṣ that must be introduced to early childhood. No just to be introduced, but it would be better if Ḥadīṣ is also memorized and applied by children in everyday life. Memorizing Ḥadīṣ is a highly commendable activity and noble. Many Ḥadīṣ–Ḥadīṣ Prophets said the majesty of the one who reading, memorizing, and practicing Ḥadīṣ. Rasulullah SAW said: "May Allah make radiant the face of someone who hears from we Ḥadīṣ then he memorized it then conveyed it to people another...." (HR. Imam Ahmad and Ad Darimi.) (Asyyuti, 2006, p. 241). Memorizing Ḥadīṣ is not only carried out in Islamic boarding schools, but also carried out and developed through educational institutions. Given that early childhood is a figure full of potential, has unique characteristics, a sense of desire knowledge, and has a sharp memory. These Ḥadīṣ–Ḥadīṣ can introduced from an early age, starting from reading, memorizing to practice it in everyday life.

The movement method is a fun way to apply to children. This is evidenced by the enthusiasm of the children who are high enough to memorize Ḥadīṣ with gestures. therefore, memorizing Ḥadīṣ is activities that must be carried out consistently and applied in activities everyday, as Siti Mariati said in her Journal that you can't Ḥadīṣ is only read and then memorized because it provides a learning experience are: 10% of what we read, 20% of what we hear, 30% of what we see, 50 % of what we see and hear, 70 % of what what we say, 90% of what we say and do. Of course with methods that are in accordance with the characteristics of the child (Siti Mariati, 2016, p. 78). RA Tiara Chandra was chosen as the research location in addition to the learning system based Islam, this school is a preschool educational institution that has carry out the educational process in a good and Islamic perspective. School Tiara Chandra has more value as an integrated educational institution both religious education and national education, especially in the formation educational value. The school is classified as a favorite with buildings and facilities one might say complete makes this school grow rapidly from every year by proving that every year the acceptance of children is always has increased above the quota.

LITERATURE REVIEW

Supporting and Inhibiting Factors in Memorizing Ḥadīṣ dengan Activities Movement Method Delivery of learning, especially activities to memorize Ḥadīṣ it is necessary to have interesting media and methods so that children are able to achieve specific goals and master knowledge. Considering the advantages and disadvantages that is in the teaching and learning page, the balance between the two is very good needed. This also occurs in the application of the movement method to memorize Ḥadīṣ at RA Tiara Chandra Yogyakarta, including the following: Supporting Factors in Memorizing Ḥadīṣ Activities with the first movement There are handouts given to parents to study with their children when at home. The role of parents is needed to accompany activities positive for children when at home especially for memorizing Ḥadīṣ; Both children's interests. The movement method is an interesting method to convey to children. because by doing the movement the child is better able to remember the meaning of the meaning Ḥadīṣ and children are more enthusiastic when educators deliver Ḥadīṣ, different with the lecture method that children tend to talk alone; All three flavors self-confident.

Children are able to understand Ḥadīś conveyed by educators and able to convey back to his friend; The four classroom atmospheres are conducive. At the time of memorization activities using an interesting method Of course, it can be the center of children's attention and make children more focus notice. Handbook of Movement Methods for Memorizing Ḥadīś Books Ḥadīś memorization guidelines are teaching materials and learning resources for educators and students in memorizing Ḥadīś. The book has a function as; reference materials or referrals for educators, tools for educators in carrying out Ḥadīś memorizing activities, and one of the determinants of teaching methods that educators will use.

METHODS

The purpose of this activity is to discuss and evaluate all stages of the activity has done as well as plan forward continuation from activity devotion This. Evaluation activity devotion will done every end stages activity devotion with provide an assessment direct (direct observations), that is enforced on moment after activity devotion held. So can done repair. Indicator successful implementation of service activities with changes (addition) understanding participants from before the Islamic financial education service activities were carried out with after implementation of activities. The benchmark for the success of this activity can be seen from a qualitative aspect And quantitative following This: (a) all stages activity devotion can done with Good; statement satisfaction from participant And parties Which related to whole a series of service activities; and (c) 80% of the invited participants can attend every activity devotion.

RESULTS AND DISCUSSION

Results

The first explains about the application of the movement method for memorizing Ḥadīś in Tadika. The movement method is an interesting method for applied to early childhood remembering that at an early age children learn through symbols, so that children are able to understand these symbols. Memorization of Ḥadīś not only applied by educators, but also to parents of children when children not currently at school, namely using a parent's handout book provided by the school to facilitate parents to keep accompanying children's learning activities and stimulate the growth and development of children while in House. Movement method is one method of memorizing the Ḥadīś was first created by Mrs. Handayani from the Jakarta An-Nahl Foundation. The birth of this method was born in 2013. At first, he told me a lot to his late father, about different methods of memorization, such as rhythm method, sound consonant method, sorogan method, lectures, and others etc. Responding to that, he was then asked to continue studying and master it. The method was inspired by the method of memorizing by movement sign, taught directly by Husein Thabatabai'i, a deep hafiz 5 years old able to memorize Al-Quran.

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In use it is also very easy, educators simply read and understand the material contained in the book. Method manual movement to memorize the Ḥadīṣ is also equipped with pictures every movement and VCD of the Ḥadīṣ movement when educators experience difficulties understand the intent of the movement. In addition, it is also a manual for the application of the method movement in memorizing Ḥadīṣ written by Mrs. Handayani Suminar Indrati from East Jakarta An Nahl Foundation. The book was published in 2015 for introduced the movement method for memorizing Ḥadīṣ to RA educators in Indonesia to be able to apply it to their students. In the book there are 25 short Ḥadīṣ that can be introduced to children, of course these Ḥadīṣ easy to memorize and in accordance with aspects of child development. In the muqaddimah section, it is explained about the meaning of Ḥadīṣ and the benefits and purposes of memorizing Ḥadīṣ for early childhood. 25 Ḥadīṣ short ones in the book, the sound of Ḥadīṣ is equipped with a deep pronunciation Latin language, Ḥadīṣ meaning, and word fragments with moving pictures described in a sentence. Use of movement method manuals in memorizing Ḥadīṣ makes it easy for educators to teach Ḥadīṣ in children, apart from that the handbook is a reference for educators choose Ḥadīṣ. Ḥadīṣ mild to moderate categories to be taught to child. The 25 short Ḥadīṣ contained in the book have levels different difficulties, of course, to apply to children, educators choose a category that is appropriate to aspects of child development according to level age and cognitive development, the higher the class level of course.

CONCLUSION

Based on this theory, the movement method for memorizing Ḥadīṣt can be applied to Tadika by replacing the method lecture. The application of the Ḥadīṣ method in RA Tiara Chandra includes the following the following: first the planning of Memorizing Ḥadīṣt with the Movement Method; Process planning in preparing memorization by using the movement method Of course it involves various preparations both in the form of material and time implementation; The process of memorizing Ḥadīṣt with the movement method planned to be included in the process of planning the implementation of daily learning and carried out every day before entering the core activities. Besides planning memorized Ḥadīṣ for class B is targeted to be able to memorize 8 Ḥadīṣ for two meters in class B. As for Ḥadīṣ who are

targeted to be memorized while I class B includes Ḥadiś religious pillar prayers, Islam is the highest religion, Allah is beautiful, Ḥadiś fasting, spreading smiles, obligation to study, giving is better than on asking, and kind words. In this planning activity, too pay attention to several aspects to choose Ḥadiś to be taught, such as Ḥadiś difficulty level and length of the playing groups, RA A and RA B. With this election, it is hoped that children will be able to master all the Ḥadiś determined by the school while attending Tadika. At least after graduating from school, they have memorized as many as 25 Ḥadiś and each child is in two semesters cover 5 Ḥadiś and are carried out with a duration of 30 minutes each day.

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