

**EFFORTS TO IMPROVE CHILDREN'S ISLAMIC CHARACTER
THROUGH MEMORIZING HADITH METHODS IN EARLY
CHILDHOOD EDUCATION KEJORA DUSUN TEMPOS KUJUR
VILLAGE GENGSELANG ACADEMIC YEAR 2021/2022**

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Abstract

This study aims to describe efforts to improve the Islamic character of children through the method of memorizing hadith in early childhood education in the Tempos Kujur hamlet of Genggelang village. This research was conducted at Early Childhood Education in the even semester of the 2021/2022 academic year with a total of 20 students where this research is a classroom action research. The technique of memorizing hadith in an effort to improve the Islamic character of children uses props where the movements are in the form of cues and collaborate with existing themes with the methods used. While the data collection techniques are through observation, interviews, and documentation. The results of this study indicate that the inculcation of children's Islamic characters through the method of memorizing hadith in early childhood education in Tempos Kujur village, Genggelang village has increased after doing the 2nd cycle where in the first cycle there are BB 2 children, MB 8 people and BSH 10 children with classical completeness 50%. then in cycle II, BB is empty, MB is 3 children and BSH is 17 children with 85% classical completeness, this means that they are experiencing good development, because there is a 35% increase in classical completeness from cycle I to cycle II. This shows the application of the hadith memorization method in an effort to improve Islamic character. Children in Early Childhood Education in Tempos Kujur Village, Genggelang Village, are very helpful in choosing a learning method.

Keywords: Methods of Memorizing Hadith, Islamic Characters for Children, Early Childhood Education

1. INTRODUCTION

Early childhood is a period of extremely rapid growth and development, sometimes referred to as a developmental leap. (Amini, 2018). Early childhood education is one of the formal, non-formal, and informal forms of education that aims to foster the development of six fundamental skills in young children: religious and moral values, cognitive, physical motoric, language, social emotional, and artistic (Sumitra & Sumini, 2019). One of the most important things to develop is the religious and moral values (Islamic character) of early childhood.

The purpose of the inculcation of religious and moral values in early childhood education is to instill Islamic attitudes and behaviors in the young students' personalities, so that they can contribute to society (Susantri, 2019). Teachers have not been able to develop

the Islamic character of students in schools because the methods employed are monotonous and do not allow for collaboration between themes and methods (Sugiana & Sofyan, 2019). The method of memorization of hadith is one of the innovations required to improve the Islamic character of children, given the preceding description (Umam, 2020).

By collaborating between themes and methods that will be taught to children, the hadith memorization method is one technique that can be used to improve their Islamic character. In addition to helping children memorize hadith, the moral messages contained in hadith can remind them of what they should study. It is a habit that can be applied to daily activities (Firdausi, 2017). Takdirotun Musfiroh says that a character psychology expert, argues that character is a collection of attitudes, behaviors, motivation, and skills (Tridonanto, 2013).

In an effort to improve the Islamic character of young children, memorization of hadith through repetition is one of the most effective ways to teach morals and ethics. As stated in the prophet's hadith, "Indeed, I was only sent to perfect the glory of morals." HR. Baihaki (J. P. A. U. Dini, 2022). Based on the description, it is necessary to carry out research by applying the method of memorizing hadith in an effort to improve the Islamic character of children.

2. RESEARCH METHOD

This research is classroom action research which consists of two cycles where in one cycle there are three meetings and each cycle consists of four stages, namely 1) the action planning stage. At this stage all types of learning tools are prepared such as RPPH, learning media and student assessment instruments. 2) the implementation stage of the action. This stage is the stage of implementing the learning plan by applying the RPPH, media, and instruments that have been prepared. At this stage also obtained data in the form of student learning outcomes. 3) observation stage. Where observations observe the activities of the learning process taking place, observations are made to teachers and students. 4) the reflection stage is the stage to correct weaknesses and shortcomings in the previous learning process so that the next process can be carried out properly.

The data obtained in the form of student learning outcomes are then analyzed in each cycle using the individual mastery and classical mastery formulas as follows:

$$P = \frac{\sum x}{N} \times 100$$

Information:

P = proportion or comparison between the number of samples with abilities achieved by children

$\sum x$ = the number of scores or scores obtained by the subject

N = max score

$$NK = \frac{NA}{PD} \times 100$$

Information:

NK = Classical value

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NA = Child value
PD = Students

3. RESULT AND DISCUSSION

3.1. Result

The results of the research in the first cycle are shown by the following data:

Table 1 Student Learning Outcomes in Cycle I

No	Student's Name	Score	Individual Compliance	Category
1	ZMY	14	58.3	MB
2	EVN	10	41.6	BSH
3	ELS	13	54.1	MB
4	DNA	10	41.6	MB
5	GBY	14	58.3	BSH
6	DKA	23	95.8	BSH
7	HAFZN	22	91.6	MB
8	ALPN	15	62.5	BSH
9	NSA	23	95.8	BSH
10	SNN	16	66.6	BSH
11	ELN	15	62.5	BSH
12	MLDA	21	87.5	BSH
13	MZA	24	100	MB
14	NND	16	66.6	MB
15	RFEL	22	91.6	BSH
16	SYL	24	100	MB
17	YSMN	24	100	MB
18	YZRL	23	95.8	BSH
19	ZHRNI	24	100	BSH
20	IL	15	62.5	MB
Amount	BSH	10		
	MB	8		
	BB	2		
	Classical Compliance	50%		

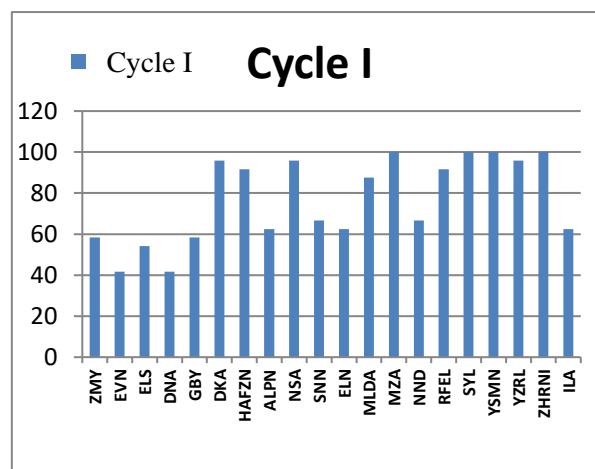


Figure 1 Student Learning Outcomes Cycle I

Table 2 Student Learning Outcomes in Cycle II

No	Student's Name	Score	Individual Compliance	Category
1	ZMY	21	87.5	BSH
2	EVN	16	66.6	MB
3	ELS	21	87.5	BSH
4	DNA	17	70.8	MB
5	GBY	20	83.3	BSH
6	DKA	21	87.5	BSH
7	HAFZN	23	95.8	BSH
8	ALPN	20	83.3	BSH
9	NSA	24	100	BSH
10	SNN	21	87.5	BSH
11	ELN	18	75	MB
12	MLDA	22	91.6	BSH
13	MZA	24	100	BSH
14	NND	23	95.8	BSH
15	RFEL	22	91.6	BSH
16	SYL	24	100	BSH
17	YSMN	24	100	BSH
18	YZRL	21	87.5	BSH
19	ZHRNI	24	100	BSH
20	IL	23	95.8	BSH
Amount	BSH	17		
	MB	3		
	BB			
	Classical Compliance	85%		

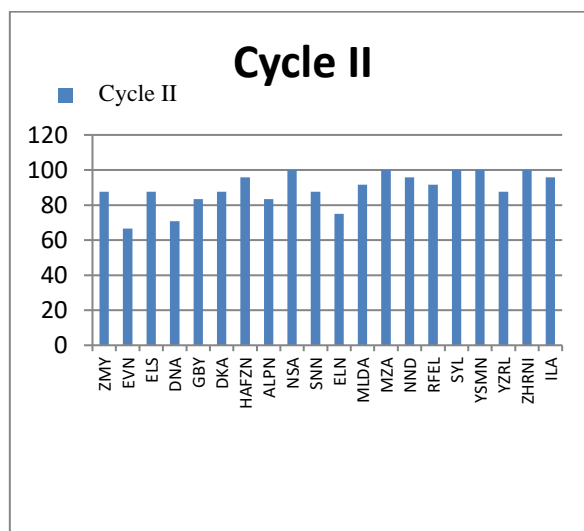


Figure 2 Student Learning Outcomes in Cycle II

3.2. Discussion

Hadith is the second source of Islamic teachings after the Qur'an so that hadith can also be used as guidelines in daily life (Nurjaman, 2020), where hadith also explains how the life of a Muslim is. so that by memorizing hadith through habituation that is applied in everyday life, they are not aware that their attitudes and behavior are being formed (Mukromin, 2019).

Based on the results of research and analysis carried out in cycle I and cycle II there was an increase in cycle one the number of BSH 10 children MB 8 children and BB 2 children with classical completeness 50% then an increase in cycle II with the number of BSH 17 children, MB 3 children and an empty BB with a classical completeness of 85%. The theory that supports that the desired expectations have been achieved are: Learning religious values which is considered the most appropriate for early childhood is to create a program of learning activities such as learning religious values through routine activities, learning religious values through integrated activities, and through special activities (P. G. P. A. U. Dini, 2019).

4. CONCLUSION

This research was conducted to improve the Islamic character of children by using the hadith memorization method. From the results of the actions that have been carried out, it can be concluded that the method of memorizing hadith can improve the Islamic character of children with the description in cycle I and cycle II an increase in which in cycle one the number of BSH 10 children, MB 8 children and BB 2 children with classical completeness 50% then there was an increase in cycle II with the number of BSH 17 children, MB 3 children and BB empty with classical completeness 85%.

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