



Cakrawala Dini:

Jurnal Pendidikan Anak Usia Dini

Journal homepage: <https://ejournal.upi.edu/index.php/cakrawaladini>



## Hadith Learning Strategy in Early Childhood (Studies Multisite PAUD Qur'an Arraudhah and PAUD Integrated Shabwa Amanah)

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### ABSTRACT

The study aims to determine Hadith learning strategies in PAUD. Qualitative descriptive approach and multisite data collection methods were used. The stages include reduction, presentation, and conclusion. Research results from PAUD Qur'an Cahaya Ar-Raudhah and PAUD Terpadu Shabwa Trust Banjarbaru City revealed: 1) Collaborative planning between teachers and PAUD head for integrating Hadith learning with other subjects, targeting a week of material focused on emulating the Prophet's attitude and character development. 2) Daily implementation of Hadith learning after prayers and recitations, covering topics such as cleanliness, honesty, love, and more, utilizing methods like habituation, movement, and visual media. 3) Assessment conducted by teacher teams, including daily and semester evaluations.

### ARTICLE INFO

**Article History:**

Submitted/Received 1 Jul 2022

First Revised 15 Aug 2022

Accepted 20 Sep 2022

First Available online 25 Oct 2022

Publication Date 1 Nov 2022

**Keyword:**

Early childhood,

Hadith,

Strategy of learning.

## **1. INTRODUCTION**

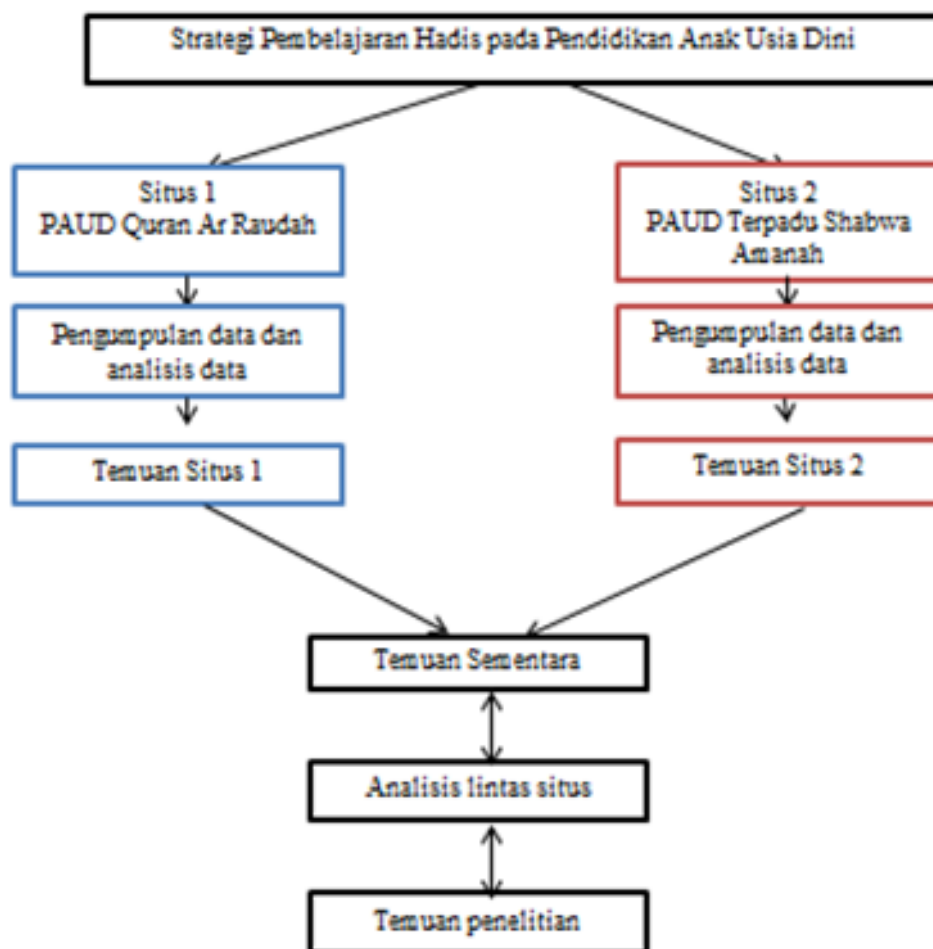
Learning Hadith can be introduced from an early age, starting from reading, memorizing to practicing it in everyday life. The proverb says: "Seeking knowledge when you are young is like carving on a stone, while studying when you are old is like carving on water." If we introduce "adi" to children, let alone memorize and apply it to everyday life, children's understanding is easier for us to shape and lead to better behavior. The hope is that by providing Hadith learning for Early Childhood Education, it aims to get used to the cultivation of good moral and religious values as a form of developing all aspects of early childhood development by imitating the morals of the Prophet Muhammad by looking at direct examples from teachers, but in reality Hadith learning has not been widely applied in institutions early childhood education programs.

Sometimes children pay less attention to behavior in everyday life such as often eating and drinking standing up, not reading prayers in every activity, not keeping the environment clean, lying, fighting, fighting over toys and so on. Nowadays, human behavior tends to be instantaneous, practical, wanting everything to be fast. It is often found that instant behavior is carried out without regard to the prevailing moral and religious values. On the other hand, instilling behavior that integrates moral and religious values is not an easy thing. Moral behavior will be carried out well if it is instilled from an early age. This is what makes it a challenge for all sectors that play a role in the progress of the times, especially the education sector. This is what makes the development of all aspects of early childhood a special concern because at this age children are in a great imitation phase. Children absorb all the information received and have not been able to choose which one is good and which one is bad. As a result, he can imitate something he finds interesting without understanding whether it is good or bad. So education is needed that is able to teach children about good and bad deeds so that children's growth and development leads to good things, so that children will grow into adult humans who are able to control and adjust their behavior according to the values of their religious teachings and are able to ward off bad influences from outside. These behaviors make Early Childhood Education insert activities in the strategy of developing moral and religious values, which consist of routine activities, integration activities programs, and special activity programs (Abbas et al., 2021). Activities in this strategy for developing moral and religious values basically do not only focus on one aspect of early childhood development, but this activity can develop all aspects of early childhood development including, aspects of moral and religious values, physical and motor aspects, social and emotional aspects, aspects of language development, and aspects of art development. One of the activity programs in the strategy for developing aspects of moral and religious values is an integrated activity which is generally carried out in PAUD institutions. One of these integrated activities is Hadith learning.

There are two schools that carry out Hadith learning in Early Childhood Education, namely PAUD Qur'an Cahaya Ar Raudah and PAUD Terpadu Shabwa Amanah. The Hadith learning education program delivered at PAUD Qur'an Cahaya Ar Raudah aims to form and produce early childhood personalities based on Faith and Taqwa, while the Hadith learning education program delivered at PAUD Shabwa Amanah aims to create a generation with the character of the Prophet with moral education and scientific education. based on the Qur'an and Hadith. So that researchers are interested in conducting research on Hadith Learning Strategies in Early Childhood Education.

## 2. METHODS

The approach used in this research is a qualitative approach with the type of case study with a multi-site design. The research was conducted on more than one site, namely there are 2 research sites, namely PAUD Qur'an Cahaya Ar-Raudah and PAUD Terpadu Shabwa Amanah Banjarbaru City. The results of this study are in the form of narrative sentences resulting from data analysis from interviews, observations and documentation describing the facts of Hadith Learning strategies in Early Childhood Education. The subjects in the study consisted of the head of PAUD and teachers. Therefore, the criteria used as a sampling technique are purposive, which refers to part or all of the educational process at the research site. The data analysis process is carried out by going through the steps described as **Figure 1**.



**Figure 1.** Hadith learning strategies in early childhood.

## 3. RESULTS AND DISCUSSION

Based on the exposure of research findings at PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah Banjarbaru city related to hadith learning strategies in Early Childhood Education from the results of planning, implementation, and assessment.

### 3.1. Planning

Regarding the findings in the field, Hadith learning planning is carried out at a specified time, namely at the beginning of learning when starting a new semester and has planning elements that must be considered. This relates to the notion of planning According to Usman

is a process that is carried out in the future to achieve goals and has elements that must be considered (Numonjonov, 2020).

The elements specified in the planning are the processes and results to be achieved within the specified time. This element makes planning an important activity before carrying out other learning processes. In accordance with the results of interviews, observations, and documentation that PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah plan Hadith learning together with other learning at the beginning of the semester by setting the target of hadith given in achieving the learning objectives of Hadith. This is related to Mulyasa's opinion that planning is a form of decision making (Witoto, 2022). This planning is poured to achieve goals effectively and efficiently.

Of course, this planning is related to the decision-making carried out by the teacher in carrying out the desired learning. This is in accordance with the planning for hadith learning at the Qur'an Cahaya Ar Raudhah PAUD and Shabwa Amanah Integrated PAUD that in planning the Hadith learning is carried out by the school principal together with group teachers and approved or determined by the foundation they work together to set learning objectives for one semester and target what hadiths are achieved in the next semester.

Planning according to Degeng is an activity to choose, determine, develop methods to achieve the desired results. The activities carried out in planning may include setting goals, formulating strategies, media used and development plans to be developed for children to coordinate in activities (Zahra and Djamas, 2019). This is in accordance with the results of observations, interviews, and documentation that PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah have a hadith learning goal starting with determining the hadith to be delivered related to daily adab. Learning Strategies are prepared at the beginning of the semester before learning begins by the teacher together with the principal and is determined or approved.

Planning facilitates the implementation of learning as preparation in facilitating the implementation of learning (Baylor and Ritchie, 2002). This means that planning facilitates the implementation of learning in achieving business by carrying out the planning strategy. In planning learning planning is a process in setting goals to be achieved. In planning, teachers and schools must be able to develop a learning implementation plan that is expected to develop the learning objectives to be achieved. This is related to the purpose of planning Hadith learning strategies in early childhood education to imitate the attitude of the Prophet Muhammad as the Messenger of Allah in everyday life, familiarizing children with morals like the morals of the Prophet Muhammad.

### 3.2. Implementation

Implementation is often referred to as implementation, implementation is a process that provides an explanation of the learning carried out and the infrastructure that complements the learning (Witoto, 2022; Noor and Riinawati, 2021). This is related to the results of research found in PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah that the form of educator stimulation in hadith learning strategies for Early Childhood Education is to manage classrooms first so that children feel comfortable when learning, provide encouragement and support. motivation for early childhood such as singing first, telling good things before learning begins, then the children are invited to pat or move the hadith so that the child feels comfortable then the teacher tries to relate the learning of hadith in daily life to make it easier for children to understand the hadith conveyed. This is in accordance with the results of research on PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah that the implementation of Hadith learning strategies carried out by group teachers

at PAUD institutions with the target of hadith given is one Hadith in one month and even then conditions children when If this hadith is easy then one month is enough for one hadith and if it is difficult one hadith can reach two months. The results of this study are in accordance with Winarto, Syahid, and Saguni. (2020). that in the learning process the teacher has an obligation to create pleasant learning conditions in order to make it easier for children to understand the learning delivered.

In the implementation of hadith learning for children, procedures for learning hadith are needed so that children easily understand the hadith conveyed. Based on the results of observations, interviews, and documentation at PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah, group teachers choose Hadith according to early childhood development. the soles of the mother's feet, the hadith of affection, the hadith prohibiting anger, the hadith about love for the homeland, the hadith prohibiting eating and drinking standing up, the hadith giving each other gifts, the hadith praying and smiling. The findings of this study are in accordance with the characteristics of the Hadith conveyed by Nuryati (2017) that the characteristics of the Hadith for children aged 4-6 years namely in the form of short hadiths related to everyday life and easy to memorize and understand by children.

Musthofa (2012, pp. 158) stated that to facilitate the learning of Hadith in early childhood, there are several ways, one of which is by explaining to children the teachings that have a very great meaning and the thoughts contained in the Prophet's hadith, so that they can understand, absorb and apply them in their daily lives. day either with learning methods or with fun media. PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah carry out Hadith learning using media and methods that are adapted to the presented hadith and are added with several play activities regarding hadith learning. The Hadith learning method applied is the habituation method because it is used every day, the movement method, whether it's moving while singing or memorizing while moving and the demonstration method.

The implementation of hadith learning using the habituation method and the demonstration method is in accordance with the concept of behaviorism learning theory. Because the concept of behaviorism learning theory sees to obtain the desired behavior by repetition, habituation, good practice with visuals and audio and the concept of this theory is suitable for students who need adult roles. Habituation carried out every day by PAUD teachers is in accordance with Watson's opinion (2016) that education is what changes a person's desired behavior so that there is a stimulus and response process in the implementation of learning. The stimulus delivered to the child will be responded to by the child by seeing, imitating and observing the teacher who conveys the pronunciation of the hadith and practices commendable behavior in accordance with the material presented in the hadith. Ulla (2014) argues that the concept of early childhood education is imitating what is seen, heard, and spoken by teachers, parents, and the environment around children which forms an unexpected behavior.

Skinner (2016) in behaviorism theory provides several learning principles, namely learning outcomes that are less precise than the learning objectives will be given directions to be corrected and if appropriate, they will be reinforced again, the learning process goes through planned plots or goals, the material is delivered in accordance with learning plans, and learning accompanied by practice means that children imitate what is conveyed by the teacher. This is in accordance with the researcher's findings that in the implementation of hadith learning, learning is carried out with classical, individual hadith learning, and is accompanied by hadith playing activities. In the implementation of classical hadith learning, children will receive hadith learning delivered by the teacher in class both by demonstration

and habituation methods, after being repeated again and accompanied by reinforcement of the hadith delivered, namely real examples demonstrated by the teacher. As for individual hadith learning, the teacher listens to the hadith read today for the children to repeat.

Learning Media is one component that supports the hadith learning process. The learning media delivered must adapt to the conditions and abilities of the child, according to the child's level of understanding, so that the learning of hadith delivered is easy to understand, fun, and can be practiced in everyday life (Isnaeni and Suryadilaga, 2020).

Prophet Muhammad is the noble and greatest human of all time reported from Republik.co.id in the Oxford encyclopedia Prophet Muhammad is the most influential figure in the world of all time. This is what makes the basis that the best example in the world is the Prophet Muhammad. Until now, there are many educational institutions that apply the adab and morals of the Prophet Muhammad in everyday life. Especially in PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah. His book which was translated into a book Encyclopedia Kaffah wrote that the most important and easiest way to adorn oneself with good morals is to imitate the Prophet Muhammad, whose morals are the Qur'an. He is a man of good character. He exemplifies commendable behavior in everyday life. He is kind to people who are bad to him. This is what group teachers at PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah do in applying the morals of the Prophet Muhammad to early childhood, namely both classical and individual learning by getting used to, demonstrating and reading hadith lafaz and their meanings and getting used to and apply the morals of the Prophet conveyed in daily Hadith learning materials in the hope that early childhood can imitate the commendable attitudes and behavior of the Prophet Muhammad in everyday life (Rofiki, 2022).

### 3.3. Evaluation

Evaluation is (Shonkoff, and McCoy, 2021) part base in education however term assessment is very broad, assessment is very important in the educational process, without existence evaluation teacher no will once know when must switch learning Furthermore, or how help student understand concept with better. the function of assessment in learning is to measure the level of mastery of the subject matter. In PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah The assessment strategy for hadith learning is carried out by respective group teachers and teachers who are formed in the form of teams with daily assessments and semester assessments, hadith learning assessments are carried out to measure the extent to which children's understanding of din to the hadith that was conveyed. Mujib (2012) argues that assessment is a complementary aspect of learning without an assessment can't see the level of achievement that has been achieved assessment aims to see the plans and goals that have been set.

Based on the results of research on PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah, there are two types of Hadith learning assessments, namely daily assessments and semester assessments. The form of daily assessment is an assessment given with a star and a semester assessment form is a checklist sheet and teacher observations that are included in the child's development report.

## 4. CONCLUSION

Conclusions and suggestions that are the result of research from two schools, PAUD Qur'an Cahaya Ar Raudhah and PAUD Terpadu Shabwa Amanah are as follows:

Hadith learning strategy planning is planned before learning begins to be carried out by the teacher in collaboration with the principal, Hadith learning planning is planned together with other learning plans by determining the materials, methods and objectives of hadith



learning. The hadith material to be achieved is one week of hadith material and the material given is adjusted to the abilities of early childhood, to facilitate the achievement of the learning objectives of hadith, namely to imitate the attitude of the Apostle and familiarize children with morals such as morals Apostle. Implementation of hadith learning strategies every day after reading prayers, reading Asmaul Husna, short suras. The material presented in the Hadith is that cleanliness is part of faith, honest behavior, heaven under mother's feet, love, prohibition of anger, love for the homeland, prohibition of eating and drinking standing up, giving gifts to each other, hadith of praying and smiling. The Hadith learning method is the method of habituation, the method of movement, whether it is moving while singing or memorizing while moving, and the demonstration method. The learning media used are using objects around them in accordance with the delivered hadith, illustrated paper media in which there are colorful pictures and hadiths and media through cartoon videos. How to develop aspects of children's development through Hadith learning, which is carried out classically together in class with the teacher delivering first and the children following, then individually when depositing hadith memorization and playing activities in hadith learning, namely hadith puzzles, making collages, coloring, and ask and answer about the studied hadith. The Hadith learning strategy assessment is carried out by the respective group teachers and teachers who are formed in the form of teams with daily assessments and semester assessments. For daily learning itself, it is carried out by giving star rewards after depositing by the group teacher. Semester assessment is by munaqasah by group teachers who are made into a team and assessment of hadith learning by group teachers which is modified by combining the results of all learning in the child development report.

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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