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Submission date: 28-Dec-2025 11:10PM (UTC+0800)

Submission ID: 2851550160

File name: Sibernika_Isna_Salsabila.pdf (424.76K)

Word count: 2926

Character count: 16814

THE IMPACT OF THE MOVEMENT METHOD IN MEMORIZING HADITH ON CHILDREN AGED 5-6 AT RA BAKTI INSANI IN MATARAM CITY IN THE 2023-2024 ACADEMIC YEAR

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ABSTRACTS	ARTICLE INFO
<p>This research was motivated by the researcher's concern when observing students using hadith to reprimand each other for inappropriate behavior, such as littering. The purpose of this study was to determine the implementation and ability of children to memorize hadith using the movement method, as well as the impact of the movement method on hadith memorization at RA Bakti Insani in Mataram City. This study used a qualitative, descriptive approach. Data collection techniques used were three methods: observation, interviews, and documentation. Data analysis was carried out through data reduction, data presentation, and verification. Data validity was checked through diligent observation and triangulation. The results of this study indicate that the implementation of the movement method in teaching hadith memorization at RA Bakti Insani Mataram was carried out through several stages: (1) preparation, (2) implementation, and (3) evaluation. The ability of children aged 5-6 years in memorizing hadith at RA Bakti Insani in Mataram City was very good and met the teacher's targets. The movement method for memorizing hadith for children aged 5-6 years at RA Bakti Insani in Mataram City has the following impacts: (1) it is easier for children to memorize (2) their physical motor skills are better developed (3) children become accustomed to applying hadith in their daily lives.</p>	<p>Article History: <i>Received: December 13rd 2025</i> <i>Revised: December 23rd 2025</i> <i>Published: December 2025</i></p> <p>Keywords: <i>Implementation, Movement Method, Memorizing Hadith</i></p>

INTRODUCTION

The sources of Islamic law provide the basis for determining the laws or norms that govern the lives of Muslims. Essentially, Islamic law originates from the Quran, which is then explained in more detail through the Sunnah of the Prophet Muhammad (peace be upon him). Therefore, as Muslims, we are obligated to understand and study the hadith of the Prophet Muhammad (peace be upon him).

In addition to understanding Islamic teachings, studying hadith can also foster a love for the Prophet Muhammad (peace be upon him). Through hadith, Muslims learn about the Prophet's best qualities, which they can emulate and apply in their lives. Furthermore, studying and memorizing hadith also has its own special qualities, as explained by the Prophet Muhammad (peace be upon him) in his hadith. This aligns with the Prophet's hadith,

which means: "The Prophet Muhammad (peace be upon him) said: "May Allah make the face of someone who hears a hadith, memorizes it, and then conveys it to others as he heard it. If someone receives the hadith from him, he will understand it better than the one who heard it directly." (Narrated by Tirmidhi and Ibn Madjah).

Memorizing hadith is not only practiced in Islamic boarding schools (pesantren) but also in educational institutions. One such institution is Early Childhood Education. Early childhood is a golden age, when children are inquisitive and have a strong memory. If we introduce hadith to children from an early age, especially by memorizing and applying it to their daily lives, their understanding will be more easily shaped and directed towards good behavior.

However, because early childhood is also active, easily bored, and has a short attention span, teaching hadith memorization to early childhood requires active, creative, and enjoyable learning methods so that what is conveyed by the teacher can be well absorbed by the children. Some learning methods include play, storytelling, singing, conversation, field trips, and movement methods. Movement methods are a fun way to engage children in learning. Children enjoy active movement and tend to be restless for long periods. Through movement methods in memorizing hadith, students become more enthusiastic in following the movements demonstrated by the teacher.

One institution that implements movement methods to teach students to memorize hadith is RA Bakti Insani in Mataram City. Based on initial observations by researchers, almost all students were able to memorize the hadith taught, and all students were able to follow the movements demonstrated by the teacher. Researchers were also impressed when they saw an angry student, who then reminded them with a hadith prohibiting anger and reminded each other to maintain a clean environment. By using movement methods in memorizing hadith, students were more enthusiastic and engaged in the movements taught, as evidenced by the students' loud voices as they followed the teacher's demonstrations.

Seeing the above phenomenon, researchers are interested in conducting research with the title "The Impact of the Movement Method in Memorizing Hadith on Children Aged 5-6 Years at RA Bakti Insani, Mataram City."

RESEARCH METHOD

This research uses a qualitative research method. A qualitative method is a research conducted naturally with the intention of interpreting existing phenomena and is conducted using several methods. Qualitative methods utilize open-ended interviews to understand or examine the attitudes or behavior of individuals or groups. "Qualitative methods are a type of research procedure that produces descriptive data in the form of written or spoken words from observable individuals and actors."

In this study, the researcher used a qualitative method with a descriptive approach. The researcher aimed to provide a clear and objective description of how the movement method is implemented in memorizing hadith, the children's ability to memorize hadith, and the impact of the movement method on hadith memorization on children aged 5-6 years at RA Bakti Insani, Mataram City.

RESEARCH FINDINGS AND DISCUSSION

1. Children find memorization easier

Memorizing through movement can make it easier and more enthusiastic for children to carry out memorization activities and the movements involved. This aligns with the results of an interview with Mrs. Nia, who stated: "Alhamdulillah, using gestures makes it easier for children to express the recitation of the hadith because of the movement. Of course, as teachers, we are happy when children learn to easily understand and memorize what we teach."

Ms. Nani echoed this sentiment: "With this gesture method, we as teachers can teach children more easily, and they also accept it easily. When we say 'recite the hadith,' the children immediately prepare with their movements because they prefer to move rather than stay still. This gesture method keeps children actively engaged in learning activities."

The teachers' statements above align with observations made by researchers in group B2. Researchers witnessed a similar phenomenon: teachers at RA Bakti Insani taught memorization using gestures. By reciting the hadith word by word, the children followed along, helping students memorize more easily. Furthermore, researchers also observed that during the hadith memorization learning activity, the children appeared enthusiastic and eager to participate in the memorization activity using gestures. This was evident in the children's loud voices and all the children following the teacher's example.

2. Children's motor skills develop better.

Memorizing hadith using movement can benefit children's motor skills. This is because movement provides an opportunity for children not only to listen to the hadith being recited but also to participate in the movement as it is being read.

This was explained by Mrs. Neni, who said: "Memorizing through movement can develop children's motor skills because when children move to follow the memorized hadith, they naturally move their bodies. By moving their bodies, children indirectly develop their motor skills."

Ms. Nia echoed this sentiment, saying: "The use of movement in the hadith memorization method significantly impacts children's motor skills. Children who tend to be reluctant to move, when using this movement method, they automatically become active and move." The teachers' statements are supported by student motor skills report cards at RA Bakti Insani, which show that children's ability to memorize using the movement method has developed significantly, as evidenced by their ability to follow the hadith movements correctly. (See Appendix 10).

3. Children become accustomed to applying hadith in their daily lives.

Memorizing hadith can certainly provide positive values for children, especially for young children who are still imitating the behavior of those around them. Therefore, teaching them to memorize hadith can provide a role model for their daily lives. This is consistent with an interview with Mrs. Nani, who said: "Memorizing hadith can teach children how to behave. For example, the hadith about anger. When we as teachers are about to get angry, the children will remind us of the hadith prohibiting anger, so paradise is for teachers. By

memorizing hadith, children can apply these lessons in their daily lives, both at home and at school."

Ms. Nia expressed a similar sentiment, saying: "By memorizing hadith, children can learn how to behave, for example, smiling in front of your brother is charity. Memorizing hadith through movement can spontaneously teach children how to behave toward their friends and others, how they should act."

Based on interviews and observations at RA Bakti Insani, researchers observed that when a child. Early childhood children are more likely to imitate and engage in various activities they see others doing. What they are taught will be imprinted on their memory. Early childhood easily absorbs information they hear because at this stage they are not yet thinking much. Therefore, teachers must be able to provide various ways for children to store information in their memory and provide various positive stimuli in an appropriate manner, especially regarding memorizing hadith.

Memorizing hadith is the activity of storing words in the mind and heart. According to Wingkel, a child's memory that is still clean and has not yet stored much information will be easier to memorize. Children's brain power and memory are extraordinary, making it easier to grasp and remember information provided by educators.

When teaching children, educators must choose the right method for the child. The right choice of method is expected to benefit the child, parents, and educators. Therefore, memorizing hadith through movement offers various benefits. The impact of the movement method on memorizing hadith is as follows:

1. Children find it easier to memorize.

Memorization activities using movement make it easier for children to memorize hadith, accompanied by movements that align with their meaning. Besides making memorization easier for children, they also experience learning while playing, which prevents boredom due to the movement involved.

Learning while moving is a learning method that creates an active and engaging learning environment, especially during memorization. Movement of the limbs can stimulate the brain, thus aiding comprehension of learning material, especially when memorizing. Hand movements can accelerate the memorization process.

2. Children's physical motor skills are further developed. Hadith memorization activities using movement can meet the developmental needs of children's physical motor skills, as children perform simple movements to follow the reading of the hadith.

Movement is a crucial part of children's motor development. Many benefits are gained when children become skilled at mastering movement, including improved physical health, increased independence, and self-confidence, as well as improved social and emotional development. Through movement, children are able to express themselves. Kinesthetic or motor intelligence relates to the ability to use the whole body to express ideas and feelings. A child's intelligence can also be seen physically, as evidenced by their dexterity with their hands.

Therefore, it is clear that memorizing hadith using this movement method can benefit children's physical motor development. Because each hadith recitation involves body movements, the child's muscles spontaneously move, improving their motor coordination skills.

3. Children become accustomed to applying hadith in their daily lives

Introducing hadith to early childhood can increase spiritual intelligence, so that the hadiths introduced become firmly embedded in the individual's soul, as long as the soul is accustomed to performing praiseworthy deeds and avoiding reprehensible ones.

Novan Ardy Wiyani stated that habituation is considered highly effective when applied to early childhood. This is because early childhood has a strong memory and immature personality, making them easily controlled by various daily habits.

Given that early childhood is full of potential and has a sharp memory, if we introduce hadith to children, especially when they memorize and apply them to their daily lives, it will be easier to shape their understanding and guide them towards better behavior.

CONCLUSION

Based on the findings and discussions of the research conducted, it can be concluded that: 1. The implementation of the movement method for memorizing hadith for children aged 5-6 at RA Bakti Insani is an activity that teaches short hadith to students through three stages: preparation, implementation, and evaluation. 2. Children's ability to memorize hadith through the movement method at RA Bakti Insani in Mataram City achieved the expected target. Students were able to memorize hadith and their movements independently and consistently without requiring further demonstration from the teacher within the allotted time. 3. The impacts of implementing the movement method for memorizing hadith at RA Bakti Insani include: (1) children memorize more easily, (2) children's physical motor skills develop more, and (3) children become accustomed to applying hadith in their daily lives.

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