

Inside-Outside: Model of Memorizing Hadith at Elementary Islamic School

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Abstract— The purpose of the research carried out in is to find out the concept of memorization learning that is applied in the field by various countries of educational institutions, and to develop a memorizing learning pattern that is faster and more enjoyable. The method used is a qualitative description analysis based on data from preliminary study results in the field. Questionnaires were given to students and teachers to find out the implementation of hadith learning in Madrasah Ibtidaiyah. The subject of the preliminary study in the field was carried out through observation to dig up information about the plans, processes and learning outcomes of memorizing the hadith and the methods used in class 3, class 4, and class 5 Madrasah Ibtidaiyah with a total of 100 students involved in Ponorogo Regency. Research conducted on the subject of the hadith of the 2017 school year odd semester. The results showed that learning models for memorizing hadiths necessary to be done, which can stimulate the active cooperation of students. Students' assumptions about teacher patience get a fairly high percentage. According to students, 90% of teachers have helped students if they have difficulties by repeating but did not provide an easy memorizing solution. Students state that 90% of teachers teach hadiths by repeating the hadith while 10% of teachers teach in varied ways. That is, the teacher does not have creativity in memorizing the hadith except by repeating the hadith. The inside-outside learning model is an alternative learning to memorize the hadith consisting of several stages, namely *Seeing, Relating, Associating, Associating, Defending, and Goal*.

Keywords: *Inside-Outside, memorizing, hadith, Islamic school*

I. INTRODUCTION

Madrasah Ibtidaiyah, after this referred to as MI, is a religion-based Basic Education under the auspices of the Ministry of Religion teaching the subjects of the Koran, al-Hadith, one of its core competencies is memorization. Memorizing competencies are in the area of Nucleus

Competence (KI) skills related to cognitive competency (remembering).

Memorizing the hadith is one of the classic methods used by the scholars of the past in treading the steps of *thalabul ilmi*. Therefore, by memorizing the hadith, someone will master Jurisprudence, Al-Qur'an Morals, and so forth. The condition of memorization needs attention because according to Leila Cheblia [1] revealed that memorization is closely related to the ability to describe clear and structured verbal exposure. At this time learning memorization requires repairs to maintain memorization to last longer and permanently.

The importance of memorizing hadith lessons needs to involve supporting activities through various methods to improve the memorization response faster and can be stored longer [2]. The importance of accelerating learning to memorize shows an increase in the social skills and cognitive academic abilities of students so that it can facilitate completing tasks in other learning activities in achieving mental skills [3]. Memorization is a cognitive competency that will reach in the learning of hadith with the hope that rote learning will be the basis of applying the material in everyday life [4].

Increased ability to interpret hadith is measured through *intercorrelation*, which is associated with an increased ability to understand hadith texts with correct reading [5] [6]. The same thing was said by Nor [7], and Mahbobi [8], stating that to improve the ability to memorize foreign texts (hadith) requires the support of fun tools in the form of hardware and guidelines for teaching materials that help the learning process to avoid voice mistakes while reading.

Achievement of memorization learning outcomes that are correct must be adjusted to the program plan that is set based on the principle of memorization evaluation set by the teacher [9]. Memorization results have not been reached to the maximum with the KKM limit (minimum completeness

criteria) during the learning process, because the acquisition of learning outcomes is only achieved by students who have good abilities which are highly motivated.

Evaluation of learning to memorize the hadith depends on Arabic pronouns and *Tajweed* as a guide to correct reading [10]. Mohyuddin [11]; Ajani [12], suggests clear guidelines for regulating the process of memorizing gradually in repeating sequential words to find out the learning outcomes during a conducive interaction. The results of the field study indicate that the achievement of competence in memorizing the hadith tends not to be optimal because the components involved in learning do not seem to be a unified learning communication. This can be seen from the students' preparation for memorizing, the teacher's preparation using a variety of learning methods and learning outcomes for memorizing hadiths that have not been maximized.

Learning to memorize the hadith by MI teachers tends to use the method of repetition of the *lafadz* hadith so that the *tartil* reads correctly, and is loud and hard so that students do not lose concentration during the memorization process. So there needs to be a clear role in memorization that can make it easier for students to arrange pieces of words so that they can be stored and repeated memorizing and used based on word categorization or classification [8] [9]. In this case, it is necessary to have a structured way of memorizing learning to maintain concentration, with the hope of minimizing the noisy and crowded atmosphere during the learning process because not all students can tolerate the noisy atmosphere in the learning process.

Based on the conditions in MI schools, learning models for memorizing hadiths are needed that can stimulate active work skills by involving the active cooperation of students. One model proposed to facilitate the memorization of hadith is the *inside-outside* collaboration model that is compatible with the hadith material in MI.

II. METHODS

The method used is a qualitative description analysis based on data from preliminary study results in the field. Data collected in the form of primary and secondary data. Primary Data is input from informants (teachers, and students) in the form of data from interviews with teachers, and interviews with students. While secondary data sources from the questionnaire test and the percentage of questionnaire analysis results.

Questionnaires were given to students and teachers to find out the implementation of hadith learning in MI. The questionnaire in the preliminary study only digs data about teacher planning, memorization learning processes, and memorization results. The questionnaire consists of two answers yes (1) and no (0). The subject of the preliminary study in the field was carried out through observation to dig up information about the plans, processes and learning outcomes of memorizing the hadith and the methods used in class 3, class 4, and class 5 MI with a total of 100 students involved in Ponorogo Regency.

III. RESULTS AND DISCUSSION

The curriculum applied in memorizing hadith learning is the 2013 curriculum. In the Al-Quran Hadith curriculum it is stated that the objective of hadith learning is the learning of the Al-Qur'an Hadith in MI is that students are able to read, write, memorize, interpret, understand, and be skilled in carrying out content al-Quran hadith in daily life so that people who believe and fear Allah SWT. The lesson plan (RPP) serves as a learning guide for memorizing the hadith which is prepared as a form of responsibility for teaching the subject of hadith.

The teacher's response to the use of lesson plans does not seem to be entirely accommodated in memorization learning because teachers in RPP planning assume some obstacles have not yet found the easiest solution. The RPP plan is considered difficult and there needs to be special assistance to achieve the expected capabilities.

A. Description of Current Hadith Learning

The questionnaire is given to students to find out the implementation of hadith learning in MI. The questionnaire in the preliminary study only digs data about teacher planning, memorization learning processes, and memorization results. The questionnaire consists of two answers yes and no. There are ten items of questions used to determine the initial approach in learning to memorize the hadith. The results of the questionnaire analysis are presented as a percentage, presented in Table 1.

TABLE I. PERCENTAGE OF ANALYSIS RESULTS OF LEARNING QUESTIONNAIRES FOR STUDENTS

Item Questions	Yes (%)	No (%)
My teacher is very patient	97	3
My teacher always helps me when I can't	90	10
I like the subject of the Qur'an hadith	90	10
When I memorize, I always memorize first	27	73
My teacher always repeats memorizing verses and hadiths over and over until I can memorize them	90	10
When I can't memorize I ask my friend for help	72	28
In memorizing sometimes I find it hard to pay attention because other friends are always noisy and crowded	84	16
Verses and hadiths, in my opinion, are very difficult because they speak Arabic	56	44
When the teacher told me to raise my hand to move forward memorize the front I immediately raised my hand	59	41
I always help my friends who can not immediately memorize the Qur'an and the hadith	86	14

Based on Table 1, it appears that large students consider their teachers to be very patient. Students' assumptions about teacher patience get a fairly high percentage. According to

students, 90% of teachers have helped students if they have difficulties by repeating but did not provide an easy memorizing solution. Students state that 90% of teachers teach hadiths by repeating the hadith while 10% of teachers teach in varied ways. That is, the teacher does not have creativity in memorizing the hadith except by repeating the hadith.

A preliminary study by distributing questionnaires to teachers of hadith subjects in MI schools. The responses given by the teacher used four categories namely disagree (score 1), doubt (score 2), agree (score 3), and strongly agree (score 4). The questionnaire given to the teacher obtained field results which were components of planning, implementing, and evaluating the learning of hadith. The results of the data in the form of a graph of the percentage of teacher responses in four categories are presented in Figure 1.

Based on the data in Figure 1, it shows that 44% disagree with the planning of hadith learning at this time due to the complexity of making hadith planning documents. The implementation of hadith learning is only done to carry out the duties and obligations as a teacher. The supervision of the implementation of intensive learning has not been done optimally by the school principal and the practitioners consistently and continuously. Mutual sharing between teachers is not carried out because it has the same case while the principal does not conduct internal school mentoring, ultimately each teacher has a decision in determining planning guidelines. The teacher rarely evaluates the results of the design based on the learning process obtained.

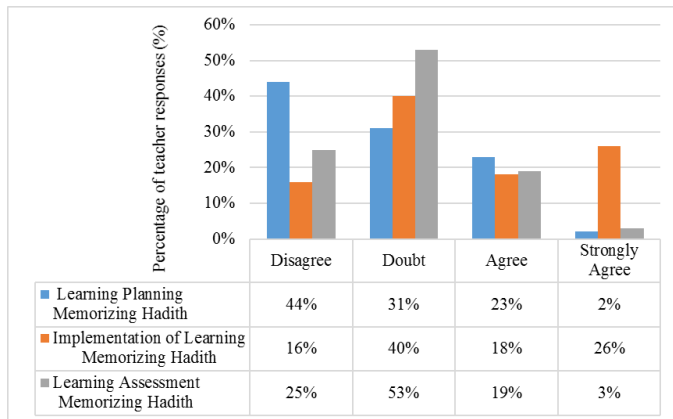


Fig. 1. Percentage of Teacher Responses to Hadith Learning Questionnaire

The next response was the implementation of hadith learning by repeating the hadith in MI stating that 16% of schools said they did not agree with the implementation of the hadith at this time. Teachers tend to maintain the old ways of learning to memorize hadiths. There is a tendency not to use other memorization methods that can make it easier for students.

Modern education in the 21st century invites learning to collaborate with including memorizing hadiths. Collaborative learning is able to unite several children to memorize together to improve memorization concentration [18]. Memorizing learning programs by way of cooperation is able to empower

students to memorize hadiths because memorizing is important. Efforts to help memorize the hadith can be done in various ways. Models and learning tools that are involved in learning to memorize hadiths are able to help students memorize hadiths. Assistance is carried out to maintain memorized stored better and structured.

The teacher states that long-time memorizing quickly disappears as Matlin [19], explaining that this will be helpful in memorizing when forming cognitive schemes and repeating memorizing material until it is firmly embedded in memory, especially in the material that does not contain clear structure. Madrasa teachers require a long time in planning memorization learning including teaching time memorizing hadiths. They had no choice but to repeat the memorizing memorandum as a whole. Constraints of concentration on memorizing texts so that they memorized the hadith long enough.

The teacher states that the memorization of hadith memorization in learning has not been able to show the maximum determined aspects of assessment. The results of the hadith assessment are not used as an improvement in learning planning. The teacher's response to hadith assessment is based on cognitive, affective, and skill assessment by adjusting the assessment format. 53% carry out varied assessments according to varying degrees of difficulty. In addition, the results of the assessment cannot be used as a reference for teacher achievement in learning because it does not have an impact on the teacher's professional activities. In addition, this aspect of learning results in the difficulty of the teacher carrying out the assessment categories of easy, moderate, and difficult.

B. Inside-outside models for memorizing the Hadith

Based on the description of the teacher's perception of learning to memorize hadiths, there still needs to be improved based on the weaknesses of memorizing the hadith process. Data shows weaknesses that planning strongly agrees only 2%, implementation of strongly agreed only 26% and assessment activities only 3%. Learning activities in the field found several weaknesses in memorizing learning with several causes, namely (1) the low concentration of students in memorizing; (2) the lack of variations in teachers using memorizing learning methods, and (3) hadith material is a foreign language that requires special circumstances to learn it.

The theory of memory processing and memorization learning can be used as an alternative to support learning models inside-outside work. Integration of cooperative behavior with memorizing the hadith can simplify how to memorize and maintain memorization longer. Bruce Joyce explained that memory is a frozen pattern that only waits for a signal to move if it is awakened so that it can create new patterns that are used to access data [13].

Macarena summarizes the results of his research that enhance balanced collaboration skills with the achievement of practical collective goals because students are able to overcome initial fears and insecurities in learning because they have found learning to challenge [14]. Gillies [15] revealed that the teacher's role must create conditions that influence students to be able to connect previous information to the future,

encouraging students to explain reasons and thoughts so that they are involved in dialogical exchanges between students who listen to each other when building and connecting ideas and have alternative variations.

In cooperative learning activities begin with memorization to support each other towards achievement. Memory strategies are linked to vocabulary and utterances that must be remembered, which are manifested in memorization while social strategies are focused on the interaction of important features of speaking skills [16]. Chang & Mao [17] noted that cooperative learning strategies when used appropriately allow students to learn texts faster, memorize basic facts, and learn low-level skills.

Based on theoretical literacy outlines that memorizing hadiths can improve cognitive abilities and rediscover understanding to others. Cognitive ability is still the main goal in memorizing hadith so that cognitive strategies in memorizing such as teacher repeating and students imitating are memorizing activities that are often done in memorizing classes. It is important to achieve the goal of memorizing the hadith not only in cognitive achievement but also in attaining social interaction attitudes to foster memorization responsibilities. Thus the acquisition of memorization can be obtained by way of cooperation with other learning citizens.

Responding to the process of memorizing the hadith with various weaknesses and deficiencies strived to develop a memorizing learning model that is able to improve the performance of social interaction to dismiss that memorizing is a cognitive activity. The impact of the instructional model that was developed was able to have an effect on the impact of accompaniment as a result of the student experience that was able to influence students to do something as a result of the memorization model that was developed.

In this study, the impact of the model that will be developed is the development of a collaboration model to improve memorization skills. The collaboration model developed from Spencer Kagan invites students to collaborate to carve positions to obtain material. The process was developed to memorize the hadith by means of engraving the mention of lafadz hadith in turn so that each student is able to memorize with the involvement of other friends.

The results of the analysis obtained from the literature review in learning to memorize the hadith through inside-outside learning are the steps of memorizing learning that is applied in Islamic elementary schools. The result is that the concept of collaborative learning memorizes the hadith called SRAD GO, namely seeing, relating, associating, defending, and goal. The step model as a reference in memorizing the hadith has five stages, presented in Figure 2.

As for stage 1) *seeing*, is seeing by paying attention to the material displayed by the teacher through pictures or situations that display conditions. At the beginning of learning to memorize the hadith students pay attention and focus on the material in the form of fragments of the hadith pronunciation. Students practice fragments of the hadith that are aligned with the picture. 2) *Relating*, activities carried out by students inviting friends to memorize the hadith together through group

formation. The grouping is done based on groups outside which are grouped more simply so that cooperation can be easily done. 3) *Associate*, this activity is by linking the hadith material which is decapitated alternately.

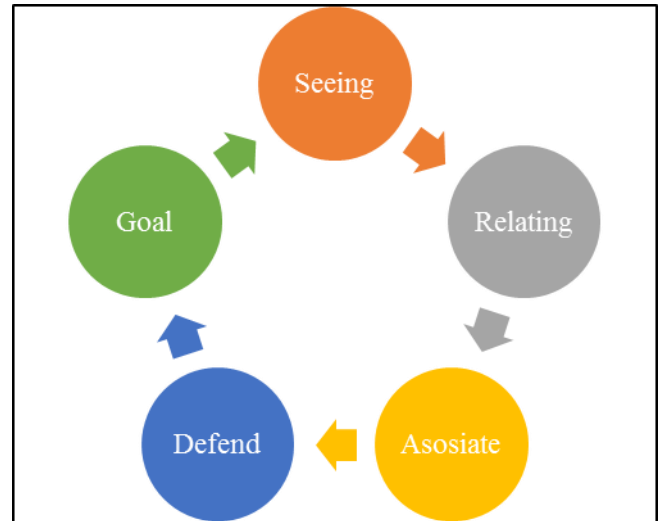


Fig. 2. Syntax of the inside-outside learning model: SRAD GO

Shift the pronunciation from one student to another in order to help memorize from the smallest (partial) to get the whole memorization. 4) *Defend*, is the activity of maintaining hadiths that have been memorized so that they do not disappear immediately. The memorization results are permanent for a long time and are called whenever they are needed. 5) *Goal*, is the achievement of memorizing results with the ability to sort the hadith correctly. Assessment is done through cognitive abilities and verbal display abilities.

IV. CONCLUSION

The weakness of the process of memorizing the hadith conventionally is that the first requires a relatively long time, the second memorization is more easily lost. So that requires a new learning model that can strengthen students' hadith memorization. The inside-outside learning model is an alternative learning to memorize the hadith consisting of several stages, namely *Seeing, Relating, Associating, Associating, Defending, and Goal*. It is hoped that the memorizing learning model used as an alternative model is a model that is able to integrate learning activities as a whole. Learning to memorize the hadith in the Madrasah Ibtidaiyah offered is able to integrate cognitive abilities and cooperative attitudes so that the impact of the model can be achieved both instinctively and accompanying. The next study that can be done is to apply the proposed concept in the wider Ibtidaiyah Madrasah. This is intended so that the concept of the SRAD-GO learning model can be utilized and can improve memory memorization of the hadith

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