

## The Teacher's Role in Applying the Hadith Release Method in SDIT Cendekia Pematangsiantar District

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### Abstract

*The research objectives were to determine: (1) the role of the teacher in the implementation of memorizing hadith in SDIT Cendekia, (2) the method applied by the teacher in memorizing hadith at SDIT Cendekia and (3) the impact obtained by students from the application of memorizing hadith in SDIT Cendekia. The research method used is qualitative. Data collection is done by observation and interviews. The research findings show: (1) the role of the teacher is as a facilitator, motivator, and the most important role in memorizing this hadith is to instill good morals to students who are in accordance with the guidance and behavior of the prophet through habituation. (2) the method applied by the teacher in memorizing hadiths used the oral method and movement, they did this on the basis of the age of grade 1-2, they were still not very fluent in reading hadith and were still not very fluent in reciting it, while for grades 3-6 the method was used. The tasalsuli thariqah, the jam'i thariqah method and the muqassam thariqah method. and, (3) the impact that students get from the application of memorizing hadiths is positive things that are felt by students, teachers and parents, including students' morals and actions that are more focused, students know and love the prophet more, students can find out the existing morals. in the Prophet's self, students remember each other friends if their actions are not in accordance with the hadith of the prophet they learned, and always try to behave according to the hadith of the prophet.*

### Keywords

hadith; method;  
teacher's role



## I. Introduction

The teacher as an educator is a central figure in the world of education which is expected to have ideal personality characteristics in accordance with psychological requirements (Muhibbin, 1996: 219). Teachers are very instrumental in helping the development of students to achieve their life goals optimally. Teachers have a very important role and function in shaping students' personalities, in order to prepare and develop human resources and prosper society, the progress of the country and the nation (Mulyasa, 2008: 36).

The teacher's role is needed in helping students memorize the Hadith by applying the Hadith memorization method which is done routinely to all students. In memorizing the hadith, students' abilities vary. There are students who are very easy, on the other hand there are those who are difficult to memorize and there are also the ability to memorize mediocre. For this reason, the method and role of the teacher is appropriate in implementing it in

schools so that the desired goals are achieved. Likewise, the implementation of memorizing the Hadith requires methods and techniques that can facilitate the business so that it can be successful. This is what makes the teacher's role very influential so that students can apply it.

## II. Review of Literatures

Teaching is one of the tasks of a teacher that must be carried out well because in teaching assignments the teacher conveys and transforms his knowledge to students. With good teaching, the knowledge provided will be optimally absorbed by students.

Sanjaya (2006: 95) explains that there are two basic concepts of teaching, namely: (1) teaching as a process of delivering subject matter, and (2) teaching as a process of regulating the environment. Slameto (2010: 97) states that in the teaching and learning process, teachers have a duty to encourage, guide, and provide learning facilities for students to achieve goals.

An-Nahlawi (1995) so that a teacher can carry out his function as an educator, he must have the following characteristics: (1) every educator must have a rabbinic character, namely having obedience to an almighty god, (2) a teacher should perfect rabbaniah character with sincerity, (3) an educator should teach his knowledge patiently, (4) an educator must have honesty by applying what he teaches in his personal life, (5) a teacher must constantly improve his insight and knowledge, (6) an educators must be smart and skilled in creating varied teaching methods and in accordance with the situation and subject matter, (7) a teacher must be able to be assertive and put things in accordance with their proportions, (8) a teacher is required to understand the psychology of their students, (9) a The teacher is required to be sensitive to the phenomena of life so that he is able to understand the various trends of the world and the world as well as its impact and consequences on students, and (10) a teacher is required to have a fair attitude towards all of his students.

Method comes from the word method in English which means way. Methods are the right and fast way of doing something (Ahmad, 1995: 9). In addition, Zuhairi also revealed that the method comes from Greek (Greeka) from the words "metha" and "hodos". metha means going through or passing, while the word hodos means the way or way that must be traversed or passed to achieve a certain goal (Zuhairi, 1993: 66).

The law of memorizing the Qur'an is a fardhu kifayah or a collective obligation, because if no one has memorized the Al-Qur'an, it is feared that there will be changes to the texts of the Qur'an. (Aziz, 2004: 4). The basis for the use of memorization methods in teaching al-Qur'an includes: Surah Al-Hijr verse 9 which means: Indeed, We are the ones who sent down the al-Qur'an and indeed we really take care of it.

In addition, Allah said that He was the one who sent down adz-Dzikir, namely the Koran and He was the one who protected it from change and change, but there are scholars who refer to the dhamir in the sentence *لقد فظون له* addressed to Prophet Muhammad SAW who was guarded that the Prophet was included (Muhammad, 1999: 979).

The benefits of memorizing include: (1) memorization has a major influence on one's knowledge, (2) people who have the power to deepen understanding and development of thinking more broadly, (3) by memorizing lessons, one can immediately retract knowledge at any time, anywhere, and whenever, (4) memorized students can quickly grasp the lessons being taught, especially if it is related to mathematical theory, science, al-Qur'an Hadith, English and so on, (5) the aspect of memorization plays an important role in depositing knowledge and crystallize it in the mind and heart, then increase it acceleratively and massively, (6) become the main foundation in holding interactive communication in the form of discussion, debate, and so on, (7) can help mastering, maintaining and developing

knowledge. The intelligent student who is able to understand the lesson quickly, if he does not have attention to memorization, then he is like a jeweler who can not maintain these gems properly. Often, the failures experienced by intelligent students are caused by an attitude of relying on understanding without memorization, and (8) with a rote model, understanding can be built and analysis can be developed accurately and intensively (Jamal, 2011: 128).

### III. Research Method

The research method used is qualitative. Data collection is done by observation and interviews. Analysis of the data obtained in the field begins with: (1) reading, studying and examining all data obtained from various sources, (2) conducting data reduction which is carried out by making abstractions or core summaries, processes and questions that need to be maintained so that it remains in it, (3) compile data in units, and (4) conduct data validity checks. Techniques for checking the validity of the data are as follows: (1) persistent observation, (2) triangulation and (3) peerdering.

### IV. Discussion

The first finding shows that teachers play an important role in the implementation of the hadith memorization method that is applied in SDIT Cendekia school. In this case, to realize good memorization of students is inseparable from the role of the teacher who is directly involved in all students. Students will not be able to memorize the hadith properly and correctly if there is no direct action from the teachers.

The roles played by the teacher include being a facilitator to students, which in nature facilitates students starting from the hadith books they will memorize, and facilitates students with existing media which functions to make students easier and remember memorizing. Furthermore, the things they do in implementing the role of implementing this hadith memorization is as a motivator, which is motivating students to be easier and not easily discouraged, one of the motivations that are given to students when students begin to feel bored in memorizing is, conveying that memorizing the hadith, besides get rewarded, our character is also indirectly more directed to a better path, in accordance with the hadith that we have memorized, and the role that when it is as a guide for students in memorizing hadith, in this case the teacher sincerely always guides students to always istiqomah in memorizing the hadith. The most important role in memorizing this hadith is to instill good morals in students who are in accordance with the guidance and behavior of the prophet through the habits shown by the teacher.

The second finding, found that to convey and apply hadith memorization, the teacher chose a method that was in accordance with the abilities of each student, among the methods they applied were: For grades 1-2, the teacher used oral and movement methods, this is they do it on the basis of the age of grade 1 and 2 are still not very fluent in reading the hadith and are still not very fluent in reciting it. This method is an option because with this method students who have difficulty reading and reciting it are easier by following the reading that the teacher recites and following the teacher's hand movements in accordance with the meaning of the hadith.

For upper classes 3-6, the teacher uses three methods, including: (1) the Tariqah Tasalsuli method. The first time they memorized the hadith narrators, then continued memorizing the contents of the hadiths and repeated memorizing the hadith narrators and the contents of the hadiths, then added with memorizing the meaning of the hadith, then repeated

the hadith narrators, the contents of the hadiths and their meanings until really smooth, so continuously until really smooth. (2) The Method of Tariqah Jam'i. In this case, memorizing the hadith is applied first by the students to memorize the hadith narrators until they really memorize it, then after memorizing the contents of the hadith, after memorizing the contents of the hadith smoothly then memorizing the meaning of the hadith until it is completely smooth. Furthermore, after the three memorized correctly, then repeated again until there were no obstacles and (3) the Muqassam Tariqa Method. Memorize and write down in a notebook what you have memorized, then memorize it cumulatively and combine it. In this method students must write down what they have memorized in the book properly and correctly. For all students starting from grades 1-6, the teacher uses the reprimand method. This method of reprimanding is the most effective way to remind students when they forget and act wrongly that are not in accordance with the hadith they are learning. The method of reprimanding that is given does not merely punish and make students feel embarrassed, but instead reminds students not to act wrongly.

In memorizing hadith continuously and continuously, each level of hadith memorized with a different number, the higher the class level, the more hadiths that are memorized. Which later on at the end of the 6th grade students at SDIT Cendekia will hold a hadith hafalan exam, which is to deposit a total of 39 chapters of memorization with their class teacher.

The third finding shows a lot of positive things felt by students, teachers and parents related to the application of memorizing the hadith including the students' character and deeds more directed, students know and love the prophet more, students can know the morals of the Prophet, students remember each other friends if their actions are not in accordance with the hadith of the prophet they learned, always trying to behave in accordance with the hadith of the prophet.

Things like this that make students' parents feel happy to send their children to SDIT Cendekia, because they see the impact of memorizing the hadiths that are applied in SDIT Cendekia, because they feel satisfied, seen from changes in behavior and more focused with their hadith memorization apply in everyday life.

## V. Conclusion

The conclusions that can be taken are: (1) the roles played by all teachers include as facilitators and motivators, in addition, the most important role in memorizing this hadith is to instill good morals in students who are in accordance with the guidance and behavior of the prophet through habituation. , (2) the method applied by the teacher in memorizing the hadith for grades 1-2, the teacher used the oral method and movement. For grades 3-6, the teacher uses three methods including: the Tasalsuli Thariqah Method, the Jam'I Thariqah Method and the Muqassam Thariqah Method. (3) the impact obtained by students from the application of memorizing hadiths in SDIT Cendekia, there are many positive things that are felt by students, teachers and parents of students related to the application of hadith memorization including more focused students' morals and actions, students know and love the prophet more, students can know the morals that exist in the Prophet, students remember each other friends if their actions are not in accordance with the hadith of the prophet they learned, and always try to behave according to the prophet's hadith.

Some suggestions that can be given are: (1) to the principal to always monitor the development of teachers, especially the development of the hadiths that are applied, (2) For teachers, they must be even more effective in using existing methods, if necessary, find and

add more new methods, and (3) for students, it is hoped that they must be more active and active in memorizing the hadith.

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