

Implementation of Multimedia Based Learning in Memorizing the Short Hadiths in Raudhatul Atfhal Darul Adib Menteng Medan

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Abstract

One of the problem faced in early childhood now is the weakness in memorizing short hadiths. Hadiths is no lesson that can be achieved by just learning it, without making it. A habit to memorizing it since childhood. Hadiths learning through memorization can be started from habituation done at home or school, with habituation installed since childhood will provide many benefits to children. The study aims to find out how the implementation of multimedia based learning in memorizing the hadith and the impact it causes as well as supporting in memorizing the hadiths in Raudhatul Atfhal Darul Adib Menteng Medan. This type of research is field research with qualitative descriptive approach the subject of this study Raudhatul Atfhal Darul Adib Menteng Medan students. The result showed that through multimedia based learning in memorizing the short hadiths makes children memorable it will strengthen children's memory with a sense of heart and build love to our prophet Muhammad Saw.

Keywords

multimedia based learning;
memorizing the short



I. Introduction

Habituation of children to learn or memorize the hadith requires patience and persistence, one way to achieve these goals is to get used to and routine training and media that is able to attract the attention of children. To instill a sense of love in the hadith, parents and educators must understand in advance about some of the steps that must be taken, namely, providing supplies to children with stories that can make loving Allah SWT, be patient with children, especially towards children aged 3-6 years, showing media new in giving lessons to children, must pay attention to differences (diversity) in children to teach the hadith. The media chosen by some educators so that children are able to memorize traditions adjusted to what is needed from their students. As mentioned earlier that in the early age range of children's cognitive development is very rapid, so the ability to memorize the hadith in high children / children is fast in memorizing the hadith.

The thing that inhibits the ability to memorize the hadith of children is the use of learning media that is less varied, which is only armed with daily hadith books and hears from the teacher's words directly, so that the child is less enthusiastic and bored to take lessons. The teacher needs to utilize various media in an effort to enliven the learning atmosphere to make it more interesting. The development of information technology is now increasingly sophisticated, allowing educators to use multimedia that can be used to help children improve the ability to memorize the hadith.

The use of multimedia is seen to have various advantages in equipping the child's initial ability to memorize the hadith. These advantages include: enabling more interactive and

communicative learning because it is accompanied by text, moving images and sounds making it easier for children to memorize the hadith, besides that multimedia also actively supports learning so that children not only follow what the teacher says but the child can explore and form their own understanding. With the compilation of Islamic Religious Education curriculum that targets children able to memorize short hadiths of 10 hadiths and their meanings in one semester, with the repetition carried out routinely in learning Islamic Religious Education, ie every Monday to Friday the ability to memorize the hadith of high children, in the sense that the child is able to memorize the targeted hadiths and their meanings.

II. Review of Literature

In Arabic, al-Hifzh's terminology is to maintain, preserve or memorize. While al-Hafzh is a person who memorizes carefully, people who are always on guard, people who always pursue their work. (Munawir, 1997: 279). According to Suryabrata as quoted by Kamil explaining the term memorization is also called intentional and desired intentions, meaning consciously and truly mindful of something. It is said consciously and seriously, because there is also an inadvertent effort to acquire knowledge. According to him, the things that can help memorize or memorize include: (1) Voice in memorization. In the process of memorization it will be more effective if someone voices their readings, meaning that they do not read silently, (2) proper time distribution in memorizing, i.e. adding memorization little by little but it is done continuously, and (3) Using the right method in memorize. (<http://pksaceh.net>: 2014)

There are four steps that need to be done in using the method of memorization, including: (1) Reflecting, namely paying attention to the material being studied, both in terms of writing, reading the sign and signal, (2) Repeating, ie reading and or following repeatedly what is spoken by the teacher, (3) To recite, which is to repeat individually to show the results obtained about what has been learned, and (4) Retention, namely the memories that have been held about what has been learned that is permanent. (<http://pksaceh.net>: 2014)

There are several benefits of memorization according to Jamal Ma'mur Asmani (2007), among others: (1) Memorization has a great influence on one's knowledge. People who have the power to deepen understanding and development of thinking more broadly, (2) By memorizing lessons, a person can immediately retract knowledge at any time, anywhere, and at any time, (3) Students who memorized can quickly grasp the lessons being taught, (4) The memorization aspect stimulates an important role to precipitate science and crystallize it in the mind and heart, then increase it acceleratively and massively, (5) In the context of rote learning creative becomes the main foundation in conducting interactive communication in the form of discussion, debate, and so on, (6)) Can help mastery, maintenance and development of knowledge. Students who are intelligent and able to understand the lesson quickly, if he does not have attention to memorization, then he is like a jeweler who can not maintain the gem properly. Often, failures experienced by intelligent students are caused by attitudes dependent on understanding without memorization, and (7) With the rote model, understanding bias is built and analysis of bias is developed accurately and intensively. (Asmani, 2007: 129-130).

The hadith are the second source of Islamic teachings after the Qur'an. Through the hadith of Muslims knowing in detail about the teachings of Islam, because the hadith serves as a medium that bridges Muslims to find out the content of the Qur'an that is given globally.

It would be very difficult to imagine if without the "interference" of the hadith, the Qur'an especially in connection with the law can be understood and actualized in the practical practice of Muslims (Lutfi, 2012: 47).

Muslims have two guidelines for living life, namely the Qur'an and as-Sunnah (Hadith). Hadith which is the words, deeds, and taqirir of the Prophet Muhammad, by being used as a way of life, this hadith contains many rules in social life, therefore it requires in-depth study and education about the hadith for its reflection in living the world.

More specifically in the context of the study of the hadith, even though they both contain a divine dimension because they contain elements of God's revelation, it is realized that the traditions are indeed different from the Qur'an. When weighed between these two sources of Islamic teachings, the nuances of humanity in the Prophet's hadith are very pronounced compared to the Qur'an. When examined from the source for example, the Qur'an is purely God's revelation in total through the angel Gabriel without the slightest intervention of the Prophet, while the hadith partly comes from God's revelation or personal ijtihad with the guidance of revelation and partly based on the humanity of the Prophet. (Ali, N, 2008, 117).

This may be a strong reason for the integration of social sciences and the hadith of the Prophet deserves precedence over the Koran, without reducing the urgency of the Koran as the first source, because the hadith feels more thick with aspects of humanity. (Afwadzi, B., 2016, 107).

The forms of hadith are: (1) Hadith Qauli, are all that are propped up against the Prophet, in the form of words or sayings that contain various intentions of shari'ah events, and conditions, both related to aqeedah, shari'ah, morals, or which others, (2) hadith fi'li is everything that is relied on the Prophet, in the form of his actions that reach us. Like the hadith about prayer and pilgrimage, (3) the taqiriri hadith are all hadiths in the form of the Prophet's decree on what comes from his companions. The Prophet let a deed done by the companions, after fulfilling the requirements, both regarding the culprit and his actions, (4) the hadith of hammi is a hadith in the form of the desire of the Prophet which has not been realized, as well as the desire to fast on the 9th "Ashura, and when the Apostle made a speech on the pilgrimage wada 'will carry out (work on) the pilgrimage in the following year but the Apostle will die, and (5) the ahwali hadith is a hadith in the case of the Prophet concerning the physical conditions, the attributes of the Prophet. Like the Apostle who is always gentle and respectful of neighbors (Suparta, 2014: 18-22).

Multimedia is define here as the use of multiple types of media, particularly the presentation of words and picture together, during a presentation of information. Multimedia learning encompasses building mental representations from word and pictures, and multimedia instruction includes words and picture intended to promote learning". (Michael Orey, Stephanie A. Jones and Robert Maaribe Branch, 2014, 70). In this case multimedia means various kinds of tools used to convey something, especially in presenting words and pictures together. Furthermore, Wan Ng has a definition of multimedia as "multimedia is multimodal and is the simultaneous use of two or more modes of representation, for example narrative (audio) over a picture (visual) usiang fotobabble application." (Wan Ng, 2015, 134).

Multimedia is defined as a combination of several types of media, such as the use of audio through images using the fotobabble application. The next definition is stated by Vaughan, who defines multimedia as a combination of digitally manipulated text, photography, graphic arts, sound, animation, and video delivered through computers or

electronic devices. (Tan Vaughan, 2011: 1) Vaughan's opinion is similar to that stated by Hofstetter that combining text, sound, animation, etc. is done with the help of a computer.

In line with Vaughan's opinion, Cic Costello defines "multimedia is any combination of text, graphics, video, audio, and animation in a distributable format that consumers can interact with using a digital device. (Vic Costello, 2012: 7). It is said that multimedia is the use of various media formats to present information that includes text, images, video, audio and animation in a format that allows consumers to interact using digital devices. Through multimedia, children can be more interactive in understanding the material taught so that learning objectives can be achieved. Each multimedia object requires its own way of handling, in terms of data compression, storage, and retrieval for use. Multimedia consists of several objects, namely: text, graphics, images, animation, audio, video, and interactive links. These objects are integrated so that it becomes a product that makes it easy to convey information.

There are two major goals of learning-remembering and understanding. Remembering is the ability to reproduce or recognize the presented material, and is assessed by retention tests are recall and recognition. Understanding is the ability to construct a coherent mental representation from the presented material (Richard E. Mayer, 2009,19). It is said that multimedia presentations have two main objectives, namely: memory and understanding. Memory is the ability to call or get to know the material presented that can be tested through two kinds of tests, namely recall and recognition.

Furthermore, understanding is the ability to build a part of the whole mind that comes from material presentation. Understanding is also reflected in the ability to use the material presented in different situations which can be assessed from the test of delivering ideas. Therefore multimedia must encourage understanding learning (meaningful learning).

Six key principles for consideration in multimedia design. First, designers should combine text with content-related images only when learners have low prior knowledge and possess sufficient cognitive abilities to process both the text and pictures. Second, the spatial contiguity principle recommends presenting written text in close spatial proximity to related images. The temporal contiguity principle is third and takes the concept of placement further by suggesting the presentation of spoken words in close temporal proximity to related images. Fourth, the modality principle proposes the use of spoken words instead of written text for animation. Related to modality, the specific redundancy principle clearly states that written text should not duplicate spoken words and represents the fifth principle in multimedia design, sixth, the coherence principle advises against the use of extraneous words and pictures or unnecessary sound or music. The combination of the six principles represent an array of tools to be used by instructional designers and multimedia designers to maximize learners' cognitive capabilities to receive and process information. (Michael Orey, Stephanie A. Jones and Robert Maaribe Branch, 2014, 57)

III. Research Method

The study was conducted at Raudhatul Atfhal Darul Adib Medan. The method used is a qualitative research method. Data sources are the principal, teachers and students. Data retrieved through observation, documentation, and interviews. Data are analyzed based on data reduction, data presentation, and conclusions.

IV. Discussion

The application of multimedia-based learning in memorizing short hadiths at Raudhatul Atfhal Darul Adib Menteng Medan is motivated because before applying multimedia-based learning memorizing the hadiths in Raudhatul Atfhal Darul Adib Menteng Medan can be referenced from the ability of students to memorize short hadiths from student report card grades 2 years before. More children in the category begin to develop, it can be seen that most students have problems in continuing the pieces of hadith, guessing the hadith, remembering the hadith and remembering the meaning of the hadith. Students are less enthusiastic in accepting the hadith learning material given by the teacher. And so the case with the teacher only conveys the content of the hadith is only armed with daily hadith books.

Therefore, with this multimedia-based learning, it is hoped that the objectives of the short hadiths of Raudhatul Atfhal Darul Adib students will increase. The application of multimedia-based learning on memorizing short hadiths at Raudhatul Atfhal Darul Adib Menteng. Medan, it can be interpreted, that it is very appropriate in order to improve the memorization of students' hadiths, namely to stimulate and foster children's imagination in memorizing memorization of their hadiths.

Multimedia-based learning in memorizing short traditions at Raudhatul Atfhal Darul Adib Menteng Medan is carried out four times a week, namely on Monday, Tuesday, Wednesday and Thursday. Learning starts at 08:00 to 09:00 WIB. This activity was carried out in a classical way in the audio-visual room guided by Umi the teacher who was on duty that day.

Learning memorization of hadith with multimedia conducted is interpreted that the habituation program that must be implemented at Raudhatul Atfhal Darul Adib Menteng Medan and has been carried out effectively and efficiently, because this is a program that is needed by students in improving the memorization of their traditions. In addition it is curriculum material for Raudhaul Athfal's children Ministry of Islamic Affairs.

There are several impacts before and after multimedia-based learning in memorizing short traditions in RA. Darul Adib Menteng Medan, which is as follows: (1) with the multimedia-based learning memorization of children's hadith memorization will be memorable, (2) the presence of multimedia-based learning will strengthen memory with a sense of heart, and (3) with the presence of learning-based multimedia will build children's love for the Prophet Muhammad.

Multimedia-based learning programs to improve memorization of short traditions of students, of course there are supporting factors and inhibiting factors. Supporting factors are: (1) handouts for parents, namely written material prepared by a teacher to enrich students' knowledge, including in print teaching media. More clearly in the form of written teaching materials that are expected to support other teaching materials or explanations from the teacher. Handouts can be used for reference materials, motivators, reminders, giving feedback and assessing learning outcomes, (2) Children's learning interest is a tendency that persists in children to feel attracted to memorization of hadith so that arises the desire to know and learn it, (3) Confidence is the mental condition of someone who gives strong confidence in him to do or do something. People who are not confident have a negative self-concept, lack of confidence in their abilities, because it often closes themselves, (4) A conducive classroom atmosphere that is a calm attitude to receive lessons, orderly in carrying out various tasks and fully supporting all forms of activities included in learning process. Thus, calmness and support are the essence of the word conducive. Conducive nature is a

prerequisite for a goal to succeed. Non-conducive atmosphere means an atmosphere that is not calm and does not support the occurrence of a goal, (5) The multimedia device referred to here is a VCD / DVD containing learning short traditions for early childhood, text, or images that will facilitate the child to quickly memorize these hadiths.

Furthermore the inhibiting factors namely; (1) Children's learning style is a way that children prefer to do activities of thinking, processing and understanding information. More clearly the learning style is a characteristic that is owned by children in responding to the learning it receives, (2) Children's memory is the ability to recall experiences that have passed or passed, in accordance with the ability of each child to receive messages there are children who save impression faithfully or can hold for a long time in a child's tone that only briefly, (3) The ability of the teacher that is related to the ability or potential of the teacher to master a skill or thought. The conclusion is that the ability of the teacher is the potential or ability which is mastered by the teacher to carry out an activity or activities, (4) The role of parents, namely the father and mother who have the same direction and goals and cooperate with each other in seeking and developing a self-conscious basis for self-discipline his son, (5) The picture is not full color which is the opposite of full color which functions to give color to the contents of a form / object, (6) Hadith which is not equipped with *asbabul wurud*, that is hadith in the context of historicity, either in the form of events or questions or the other happened at the time the hadith was conveyed by the Prophet. And knowing *asbabul wurud* is not the goal, but obtains the accuracy of meaning in understanding the moral message of a hadith.

IV. Discussion

The conclusion that can be drawn from the findings of this study is the implementation of multimedia-based learning in memorizing short hadiths at Raudhatul Atfhal Darul Adib Menteng Medan after being implemented effectively and efficiently, greatly helping students accelerate memorization of their traditions. Besides that it stimulates and fosters children's imagination in listening to memorization of their traditions. The impact of multimedia-based learning in memorizing short hadiths at Raudhatul Atfhal Darul Adib Menteng Medan can be said to have been quite successful, because: (1) the presence of multimedia-based learning in memorizing short hadiths makes memorizing student activities easier, (2) with the existence of multimedia-based learning in memorizing short hadiths makes practical learning both for students and educators, (3) with the presence of multimedia-based learning in memorizing short hadiths. in memorizing short hadith the learning atmosphere feels so fun for students, (5) with the multimedia-based learning memorization of children's hadith memorization will be memorable, (6) the presence of multimedia-based learning will strengthen memory with a sense of heart, and (7) in the presence of defenders multimedia-based jaran will build children's love for the Prophet Muhammad.

Recommendations that can be given in connection with the findings of this study are: (1) The school is expected to be able to facilitate varied learning media for children, one of which is by using videos in teaching memorization of short traditions, so that children are more enthusiastic in following the lessons and ultimately children's ability to memorize the hadith better, (2) To the teacher, multimedia-based learning in this case in the form of video hadith can be an alternative teaching and learning activities to accommodate all aspects of child development. In addition, teachers can develop other media that can foster children's enthusiasm for learning, (3) To parents, is expected to help the school in improving the

memorization of hadith. Parents can repeat the hadiths that have been taught at school through habituation but can also do it by attaching these traditions on the walls of the house, and (4) To the next researchers, can conduct research related to multimedia-based learning for improve various other aspects of development in early childhood.

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