THE APPLICATION OF CHARACTER FRIENDLY EDUCATION
THROUGH TEACHING HADITH MEMORIZATION AT RAUDHATUL ATHFAL

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Abstract. The objective of this research was to find out the demand for education of friendly character through the teaching of *hadit*h memorization at Raudhatul Athfal (RA) Ar-Rasyid, Sukamaju Village, Sunggal Sub district, Deli Serdang Regency, North Sumatera. The research used class teaching action with descriptive method. The research subjects were a teacher and 15 students. The data were gathered by conducting observation and data analysis. The formula of the problems as follows: Could teaching *hadiths* increase friendly character education at Raudhatul Athfal. And the result of the study showed that the teaching planning for application friendly character education through the activity of *hadit*h memorization was categorized as successful; its implementation was considered successful, and its result was also very good since every aspect of friendly character education highly increased.
Keywords: Friendly Character; Education; *Hadiths* Memorization

A.   INTRODUCTION

Character education is an attempt to instill positive values and attitude in teaching which needs functional teaching pattern and being exemplary that are synergized among parents, school, and public. A person has a good character when he has absorbed the values and belief demanded by his community, and he uses it as a moral power in his life; therefore, good conduct is the most important aspect in bringing up children (Hidayatullah, 2009). Thomas Linckona points out that character education should involve cognitive, feeling, and action aspects; without using these three aspects, character education will not be effective; besides that, its implementation should be done systematically and sustainably (Muslich, 2011; p.29).

Character education at school is highly needed. The Character can be developed by learning experience and by teaching process which is led up to children's character building. There are 18 values of character in the RA curriculum; one of them is friendly/communicate character which is the actions that show the pleasure of speaking, socializing and working with others (Kemenag, 2011). This research was focused on increasing friendly character through the teaching of *hadit*h memorization.

According to KBBI (Indonesian Monolingual Dictionary), *hadit*h is the words, actions, and provisions of the Prophet Muhammad which has been narrated or told by his disciples to explain and to stipulate the Islamic law. The criteria of *hadith* used in this school are as follows: It can establish children's character and behavior, it is used in everyday life, it instills moral conduct, and it can be understood easily. The purpose of teaching hadith to children is to motivate them to always be in good nature and being exemplary because hadith provides examples from the Prophet Muhammad good examples and familiarizing good conduct which can be done in daily life (Handayani, 2015; p.4).

Allah SWT says in Surah Al-Hasyr, verse 7, "*And whatever the Messenger gives you take; take it. And whatsoever he forbids, abstains (from it).*" Allah also says in Surah Ali Imran, verse 31, "*Say, (O Muhammad to mankind), if you love Allah, follow me. Allah will love you and forgive you, your sins. Allah is Forgiving, Merciful".* There is no other way for a Moslem, if he wants to be saved and released from depression in character or morals, that 'he must follow the doctrines taught or exemplified by the Prophet Muhammad, the apostle of Allah; they have to be instilled/educated in our children since their early age (Salim, 2005; p.iii).

Raudhatul Athfal is a formal educational institution for early-aged children. It provides the Islamic proselytism or mission by conveying the messages of the Prophet Muhammad embodied in simple *hadit*h in order that the children can put them into practice for strengthening their good character in their daily life (Handayani, 2015; p.i).

The implementation of religious values will be effective in establishing children's good and religious personality and character when its implementation is referred to the teaching principles which are in accordance with their need for development that comes from *the Al-Quran* (Koran) and *Hadits (Kemenag, 2016; 52).*

RA Ar-Rasyid, located at Suka Maju village, has a heterogeneous community in its vicinity with their middle to low economic level. Based on the researcher's observation of the students of RA Ar-Rasyid, it was found that there were still many of the students who did not have any friendly character. Some of them rarely smile, do not say *salam*, have not spoken the good word and did not have any affection for one another. Therefore, the researcher was interested in doing a research with the formula of the problems as follows: Could teaching *hadit*h increase friendly character education at Raudhatul Athfal? The objective of the research was to find out whether there was the increase in friendly character education through teaching *hadith* memorization at RA. Ar-Rasyid.

B.   MATERIAL & METHODS

The research was conducted at RA Ar-Rasyid, located at Perumahan Suka Maju Indah, Blok GG No. 1, Suka Maju Village, Sunggal Subdistrict, Deli Serdang Regency, in the academic year of 2017-2018. The time was determined by referring to the academic calendar of RaudhatulAthfal in the odd semester so that the development of the students' character could be traced or valued clearly. The research subjects were a teacher and 15 students in 5-6- year-old: 11 male students and 4 female students.

The research used a descriptive method which described a condition or phenomena in the field during the process of the research. It also used PTK (Class Action Research) (Iskandar, 2011; p.2) which had four main principles which indicated the stages: planning, implementing, observing, and reflecting.

Class action research is a research which provides activities for the research objects with sustainable cycles until the goal of the research is achieved. The procedure of pre-cycle action was described in the recycled scheme as follows:
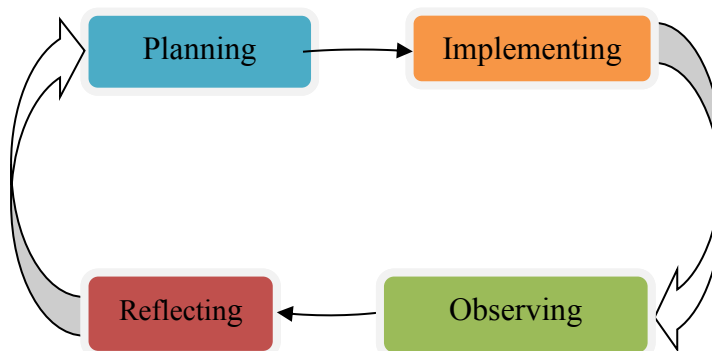
Picture B.1. Cycle Scheme of Class Action Research

The data were gathered by conducting interviews, observation, and documentary study. In the PTK implementation, there were qualitative data and quantitative data.

The data of the research result would be analyzed by using the scale of the development achievement which determined the children's development by the end of the assessment period (Kemenag, 2016; p.12). There were four scales used in the research:
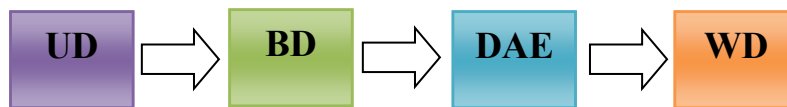
Picture B.2**.** Scale of the Achievement of Children's Development

UD: **Undeveloped**
> It indicated that the child did not show friendly character

BD: **Began to Develop**
> It indicated that the child began to show friendly character even though he was still reminded and guided by his teacher.

DAE: **Developed according to Expectation**
> It indicated that the child showed friendly character consistently and full of awareness, without being reminded by his teacher.

WD: **Well-Developed**
> It indicated that the child had shown friendly character consistently and was willing to guide his friends in implementing friendly character according to the expected indicator.

This research used action cycles by comparing the result before and after the treatment of the research objects. The purpose was to find out whether there was the increase in friendly character education through the teaching of *hadith* memorization at RA Ar-Rasyid. The teaching planning included introduction activity, core activity, and closing activity.

The formula used for finding out the increase in the children's success in the teaching process was:

$$\text{Percentage Grade} = \frac{\text{Number of Scores Earned}}{\text{Number of Children}} \times 100\%$$

The procedure of Class Action Research was realized in some cycles so that the teaching goal was achieved according to what had been expected which indicated that the research (cycles) would be terminated when the teaching goal had been achieved. This research would be terminated when the result of the children's achievement in the categories DaE and WD had surpassed 85%.

The presentation of data exposure was described in summary about what had been done by the researcher since the initial observation (initial condition of the teacher and students), in the initial reflection as the basis for the next plan with the exposure about the action implementation, the result of interviews, the result of the observation of the children, the observation on the class condition, and all of them were summarized to become the research findings.

C. RESULT AND DISCUSSION
1. Result
a. Result of Pre-Cycle Research

The result of the pre-cycle research was obtained from the result of the researcher's observation of the students before they got teaching action in *hadith* memorization. There were many students rarely smile, do not say *salam*, have not spoken the good word and did not show any affectionate feeling to their friends. The data of the result of pre-cycle observation could be seen in Table 1 below.

Table C.1. Result of Observation on Children in Pre-Cycle

Criteria for Children's Capability	Always Smile		Accustomed to say, *Salam*		Speak a good word		Loved Friends	
	Number of Children	%	Number of Children	%	Number of Children	%	Number of Children	%
UD	5	33.33	6	40.00	2	13.33	2	13.33
BD	8	53.33	7	46.67	12	80.00	11	73.33
DAE	2	13.33	2	13.33	1	6.67	2	13.33
WD	0	0.00	0	0.00	0	0.00	0	0.00
Total	15	100	15	100	15	100	15	100

The result of the observation showed that the percentage of the students who always smile was only 13.33%, the students who accustomed to say *salam* was only 13.33%, the students who speak a good word were only 6.67%, and the students who loved their friends were only 13.33%. This low percentage of friendly character of the students at RA Ar-Rasyid was used as the basis for the action planning which would be done in the next cycles.

b. Research Result of Cycle I

After obtaining the pre-cycle result, *hadit*h memorization was conducted by teacher classically to students as a learning activity for a week. After that, the data of observation was again collected with the assistance of teacher as the colleague. The result of the cycle I observation is shown in table 2 as follows:

Table C.2. Children Observation Result in Cycle I

Criteria for Children's Capability	Always Smile		Accustomed to say, *Salam*		Speak a good word		Loved Friends	
	Number of Children	%	Number of Children	%	Number of Children	%	Number of Children	%
UD	1	6.67	2	13.33	2	13.33	2	13.33
BD	6	40.00	4	26.67	4	26.67	4	26.67
DAE	7	46.67	7	46.67	8	53.33	9	60.00
WD	1	6.67	2	13.33	1	6.67	0	0.00
Total	15	100	15	100	15	100	15	100

The data shows that there is a slight increase in each indicator of friendly character, namely the percentage of students who always smile is increased to 53.33%, the students who accustomed to say *salam* was 60%, the students who speak a good word were 60% and the students who loved their friends were 60%. These values have not fulfilled the value of minimum mastery criteria that is 85%. Therefore, the planning of cycle II was rearranged after reflection.

c. Research Result of Cycle II

In order to increase friendly character education by *hadith* memorization, teacher applied different types of learning strategies. If a teacher in cycle I applied the classic learning model in which children taught *hadit*h memorization to the children altogether, in cycle II teacher applied learning model of grouping to the students for a week in which the children were divided into some groups. Thus, teachers could communicate more easily to their students and it was expected that the internalization process of Rasulullah morals, an especially friendly character can be increased. Then, the researcher collected observation data again with the assistance of teacher as the colleague. The result of cycle II observation is shown in table 3 as follows:

Table C.3. Children Observation Result in Cycle II

Criteria for Children's Capability	Always Smile		Accustomed to say, *Salam*		Speak a good word		Loved Friends	
	Number of Children	%	Number of Children	%	Number of Children	%	Number of Children	%
UD	0	0.00	1	6.67	1	6.67	0	0.00
BD	3	20.00	1	6.67	3	20.00	3	20.00
DAE	7	46.67	9	60.00	6	40.00	9	60.00
WD	5	33.33	4	26.67	5	33.33	3	20.00
Total	15	100	15	100	15	100	15	100

The data shows an increase in each indicator of friendly character, namely the percentage of students who always smile is increased to 80%, the students who accustomed to say *salam* were 86.67%, the students who speak a good word were 73.33% and the students who love their friends were 80%. However, these values have not fulfilled the value of minimum mastery criteria that is 85%. Therefore, the planning of cycle III was rearranged after reflection.

d. Research Result of Cycle III

In order to increase friendly character education by *hadit*h memorization, teacher applied movement method to students for a week in which both teacher and students sat in the circle together. After that, teacher practiced the way to memorize hadith by using the method of movement which then followed by students. The teacher also gave an explanation about *hadit*h they were going to memorize and examples of friendly characters showed by Rasulullah saw from stories beforehand so children could understand easily and apply these characters in daily lives. Then, a collection of observation data was again conducted by a researcher with the assistance of teacher as a colleague. The result of cycle III observation is shown in table 4 as follows:

Table C.4. Children Observation Result in Cycle III

Criteria for Children's Capability	Always Smile		Accustomed to say, *Salam*		Speak a good word		Loved Friends	
	Number of Children	%	Number of Children	%	Number of Children	%	Number of Children	%
UD	0	0.00	0	0.00	0	0.00	0	0.00
BD	1	6.67	1	6.67	2	13.33	2	13.33
DAE	2	13.33	4	26.67	2	13.33	2	13.33
WD	12	80.00	10	66.67	11	73.33	11	73.33
Total	15	100	15	100	15	100	15	100

The data shows an increase in each indicator of friendly character, namely the percentages of students who always smile and accustomed to say *salam* is increased to 93.33%, respectively. The students now speak a good word and love their friends with the achievement of development value of 86.67%, respectively. Values obtained from each indicator of friendly character have exceeded the value of minimum mastery criteria, so the research has achieved the expected objective which means this research is terminated in Cycle III. In general, the results of this research are summarized in the following table:

Table C.5. The comparison of observation results of Pre-cycle, Cycle I, Cycle II and Cycle III

Observation Indicators	Pre-cycle (%)			Cycle I (%)			Cycle II (%)			Cycle III (%)		
	DAE	WD	Total	DAE	WD	Total	DAE	WD	Total	DAE	WD	Total
Always Smile	13.33	0	**13.33**	46.67	6.67	**53.33**	46.67	33.33	**80.00**	13.33	80	**93.33**
Accustomed to say, *Salam*	13.33	0	**13.33**	46.67	13.33	**60.00**	60	26.67	**86.67**	26.67	66.67	**93.33**
Speak a good word	6.67	0	**6.67**	53.33	6.67	**60.00**	40	33.33	**73.33**	13.33	73.33	**86.67**
Loved Friends	13.33	0	**13.33**	60.00	0	**60.00**	60	20	**80**	13.33	73.33	**86.67**
Average			**11.67**			**58.33**			**80.00**			**90.00**

2. Discussion

In this research, friendly character education through *hadit*h memorization learning by children in RA. Ar-Rasyid has increased, namely from 11.67% (pre-cycle) to 58.33% (cycle I) and 80% (cycle II). However, the final value has not fulfilled the value of minimum mastery criteria. Therefore, the research was continued to cycle III and there was a significant increase in the result that is 90%. It occurred due to several factors, namely:

First, planning. A good planning determines a successful learning. After conducting reflection in pre-cycle and finding the low level of friendly character showed by research subject, a learning plan of *hadit*h memorization then was arranged by using four simple hadith, namely:

a. Hadits about Smile:

<div dir="rtl">تبسمك في وجه أخيك صدقة   رواهالترمذي</div>

"Your smile in front of your brothers is alms" (HR. Tirmidzi)

b. Hadits about Saying, *Salam*:

<div dir="rtl">أفشوا السلآم بينكم تحا بوا رواهالحاكم</div>

"Spread the *salam* amongst you undoubtedly you will love each other" (HR.Hakim)

c.   Hadits about Saying the good word:

المكلامة الطيبة صدقة رواممسلم

"The good word is all" (HR. Muslim)

d.   Hadits about Loved:

من لآ يرحم لآ يرحم رواه متفقعليه

"Whoever does not love, will not be loved" (HR.Muttafakun Alaihi)

All four *hadit*h were read aloud by the teacher and followed by students in opening activity, main activity, and closing activity. The teacher also planned a learning model which was suitable to students' condition so the expected objective could be achieved. From the result obtained, it can be stated that the learning plan to increase friendly character education through *hadit*h memorization in RA Ar-Rasyid is categorized as very good.

Second, implementation. The implementation of actions should support the achievement of research objective. *Hadits* memorization by children was conducted in accordance with reflection results which are also based on the results of observation and interview. Therefore, the low level of friendly character value in cycle I by using classic learning model was changed into grouping model in cycle II, and in cycle III teacher used movement and storytelling method in memorizing *hadit*h. Thus, students could become more enthusiastic in the process of learning. Consequently, internalization of Rasulullah saw morals, a namely friendly character can be applied by students in their daily lives. From the result obtained, it can be stated that the learning implementation to increase friendly character education through *hadit*h memorization at RA Ar-Rasyid is categorized as very good.

Third, evaluation (result). The result of this research has achieved the expected objective and has answered research problems, namely *hadit*h memorization learning can increase friendly character at RA Ar-Rasyid. Research results can be seen in cycle III which the students who always smile and accustomed to say *salam* are increased to 93.33%. In addition, the students now speak a good word and love their friends with the achievement of development value of 86.67%. Therefore, it can be stated that the increase result of friendly character education through *hadit*h memorization learning in RA Ar-Rasyid can be categorized as good since every aspect of friendly character education is increased with a very high category.

D.   CONCLUSION

In general, based on the research results, it can be concluded that *hadit*h memorization learning can increase the education of friendly character in RA Ar-Rasyid. Friendly character education is increased from 11.67% (pre-cycle) to 58.33% (cycle I), 80% (cycle II) and 90% (cycle III) which is the highest increase.

The learning plan to increase friendly character education through *hadit*h memorization is categorized as very good which means learning plan has been arranged in accordance with research objective and has followed correct planning steps. The learning implementation to increase friendly character education through *hadit*h memorization is categorized as very good which means lesson has conducted in accordance with learning plan and movement method is a very good method used in the process of character internalization for early childhood. The increase result of friendly character education through *hadit*h memorization can be categorized as good since every aspect of a friendly character is increased with a very high category, namely, students are always smiling, accustomed to say *salam,* speak a good word and to love others.

The Researcher suggests movement method be used in memorizing *hadit*h and the method of telling stories about Rasulullah saw should be given in advance to give them

understanding. It can establish children's character and behavior, it is used in everyday life, it instills moral conduct, and it can be understood easily. *Hadits* memorization learning can become one of the ways to increase children's character education. Therefore, teachers should be able to develop and apply *hadit*h learning well and regularly accompanied with good examples of attitudes and behaviors. For early childhood education institutions, it is suggested that character education should be implemented with a good, systematic and sustainable planning. For other researchers, it is expected to research on other types of character values so character education for early childhood can be achieved.

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