

The Application of The “One Day One Ayat” Method in Getting Used to Memory of Short Letters in Raudhatul Athfal's Students

Asniar Fajarini

Corresponding author. Email: fajariniasniar@gmail.com

Pascasarjana Universitas Islam Negeri Prof. K.H Syaifuddin Zuhri Purwokerto

Abstract

Instilling spiritual values in early childhood is very important in order to form an Islamic character. Habituation that is religious in nature is repeated every day will make it easier for children to practice it in their daily lives. This one day one verse method makes it easier for a child, especially early childhood, to memorize short surahs where these short surahs are read in their daily life later, namely during the obligatory prayer service. This study uses field research, namely qualitative research with phenomenological studies. The purpose of the study was to describe one day one verse activities at RA (Raudhatul Athfal) Masyithoh 13 Sokaraja Lor and to find out the application of the one day one verse method by the teacher. Data were obtained through observation and interviews as well as field notes with data analysis using the Mills and Hubberman models. The research findings show that this one day one verse makes it very easy for children to memorize short letters, almost all of them can follow them well.

Keywords: RA students, Memorization of short letters, One day one verse method.

1. Introduction

Every parent is given the responsibility and the gift of having children by Allah SWT. Parents should take good care of or show genuine affection to children from conception to birth in order to produce offspring with noble character. Parents take a variety of actions to ensure that their children mature and develop in the proper manner. One technique for parents to promote their child's growth and development is through education. Early life is a crucial time in the stages of human development as well as a golden age (Golden Age). To ensure that children's growth and development are as successful as possible, efforts must be made to fully develop early childhood potential (HZ Lubis, 2021)..

The primary type of education required for kids is religious instruction because it has a direct impact on how they behave and develop. The development of a child's personality begins with religious education; whether this development is positive or negative depends on the child's parents and the environment in which they are raised. Institutions that provide early education are crucial for developing moral character. (Windiharta, 2019). In order to ensure that their children can develop to their full potential, parents are quite picky while choosing the educational institutions for their children. Parents send their kids to religiously affiliated schools to help shape their children's attitudes toward religion.

The young children of today are unable to speak clearly like adults. Anak-anak usia in question needs to learn how to be large-pikir, mencerna. Unfortunately, not all Indonesian schools for indigenous children have taught students about many intelligences. This continues to the perkembangan latar behind the didik's ahli. What

distinguishes a child who is learning in a quality school for indigenous children from a child who is not learning. In a good school for indigenous children, children will learn how to become self-reliant, socially adept, self-aware, capable of generating large amounts of knowledge, able to move easily between different educational settings, and motivated to learn. At addition, a child who does not receive adequate instruction at school will be more likely to receive something. A child who doesn't get enough instruction in school is more likely to get anything. Have adequate instruction early on, they will take longer to accept anything (Saputra, 2018).

For children between the ages of 4 and 6, Raudhatul Athfal, often known as RA, is a type of early childhood education unit in the formal education pathway that organizes educational activities with Islamic religious particular. The foundation or base for the subsequent educational process is the early educational success of the child. Currently, constructive educational stimulation is crucial for children's growth (Salman & Widodo, 2020).

The internalization of Islamic ideals and the establishment of a positive religious atmosphere might help pupils develop a sincere religious mindset from a young age. For RA pupils, particularly RA Masyithoh 13 Sokaraja Lor, the One Day One Verse approach is a useful tool for memorization of small letters. The Qur'an's small letters are easier for kids to memorize using this technique. In the framework of establishing spiritual qualities in young children that will later be (Lestari, 2020).

Ainul Hasanah's prior study at PAUD on how to educate children to pray through the methods of demonstration, question and response, and habit Munawwarah Somalan, Pakong that daily habituation material is presented to children in initial activities/habitation and is requested of children each time they perform and after performing ablution and prayer practice activities. The demonstration approach is used to show how the practice of ablution and prayer is carried out. The instructor models these actions first, and the child is then requested to copy them and practice them with them. The habituation strategy includes regular religious rituals, in this case the weekly Friday ablution and prayer ritual (Hasanah, 2018). The similarities of the research to be carried out are that they both study religious habituation carried out in early childhood/kindergarten. The difference lies in the habituation used, if in previous research it examined the habit of praying for this study it examined the one day one verse method in memorizing short letters.

According to research by Munawwarah et al. titled "The Application of the One Day One Verse Method to Develop Children's Ability to Memorize Juz Amma at the FKIP Unsyiah Banda Aceh Kindergarten," using the One Day One Verse Method in the learning process helps children in group B1 at the Kindergarten FKIP Unsyiah Darussalam Banda Aceh develop their memory (cognitive) abilities in memorizing Juz Amma (Husna Hakim, 2021). The research that will be carried out has similarities, namely that they both study the one day one verse method in kindergarten. The difference is that it lies in the research location where previous research was at Unsyiah Banda Aceh Kindergarten with religious family origins and the research to be carried out at RA Masyithoh 13 Sokaraja Lor where with a general family education.

From the various previous studies that have been conducted, the researcher is interested in conducting research at RA Masyithoh 13 Sokaraja Lor where the researcher is directly involved in the process of implementing this one day one verse method.

2. Research Methods

This study uses field research, namely qualitative descriptive research with phenomenological studies. The purpose of this study is to describe the process of one day one verse activities at RA Masyithoh 13 Sokaraja Lor (Rukin, 2019).

Sources of information in this study were colleagues (teachers) parents/guardians of students. In collecting data the researcher used direct observation where the researcher was directly involved in the learning process, and direct interview techniques, this was intended so that the researcher got accurate information (Moleong, 2017). As for analyzing the data, researchers used the Miles and Huberman technique, which started with data reduction, data presentation and data verification (Rusdiana & Nasihudin, 2016).

3. Result and Discussion

One's personality is greatly influenced by the Islamic Religious Education Curriculum. Teachers can select and decide on appropriate and appropriate learning objectives, methods, approaches, teaching media, and teaching assessment tools. As a result, it makes sense for academics working in the field of Islamic religious education to comprehend the curriculum and attempt to develop it (Nurmadiyah, 2016).

A set of plans and agreements known as the curriculum describe the objectives, subject matter, and instructional techniques that instructors will employ to carry out learning activities in the classroom and achieve certain educational objectives. While this is the case, the curriculum in kindergartens and early childhood centers

is totally made up of educational initiatives and extracurricular activities that support children's learning both inside and outside the classroom. This curriculum comprises all learning activities that can support the child's overall development at the physical, cognitive, emotional, spiritual, and social levels in addition to educational resources offered in schools (Ali, 2015).

RA Masyithoh 13 Sokaraja Lor is one of the early childhood education institutions in the village of Sokaraja Lor, Sokaraja District, Banyumas Regency. In the learning process the development of the Islamic religious curriculum becomes very important and is carried out every day which has become habituation. One of the habits in order to increase the memory A strategy for learning brief surahs in one day, one verse is known as the one day, one verse method. A lengthy verse can be learned in just two days. Only one stanza is delivered to the youngster on each anniversary. To make learning to memorize verses easier for kids to recall, teachers have them memorize one verse that is repeated. Because it can be done in a variety of ways and using approaches that can benefit the child's mental growth, the One Day One hadith method is an enjoyable way for kids to memorization of short letters is the habituation of the one day one verse method.

The One Day One Verse method takes the method of memorizing the Koran which was developed by Ustadz Yusuf Mansur since 2008 which has been tested at PPPA Darul Quran and has been developed throughout the world (Ulum & Ropikoh, 2018).

The One Day One Verse approach has the advantages that the youngster will find it easier to recall and remember the memory, and that the memorizing can endure for a long period. Because only one verse is memorized per day using the One Day, One Verse approach, the child won't be overburdened with memorization work. The One Day One Verse approach is the simplest way to memorize verses.

The process of memorizing involves ingesting verbal information such that it may later be recreated exactly as it was first heard. The relevant information is that the student can learn the verse that the teacher has assigned and can then repeat or recollect it. Memorization is related to memory, if repeated memorization will affect the child's memory.

It is a great attitude and action to memorize the Koran because doing so enables one to possess all the keys to goodness. How much information that can result in benefit in this world and the hereafter can be attained by a servant who memorizes the Qur'an repeatedly.

Memorization is something you should do deliberately, actively, and sincerely (Mukholisoh et al., 2019). Because recitation and memorization are two distinct processes, memorizing the Qur'an is fundamentally an effort to get closer to the Qur'an. Our souls and minds will continue to absorb the chanting of the Koranic phrases that are repeated so frequently by our tongues if we commit them to memory. What is meant by memorizing is remembering the Koran, namely memorizing some or all of the letters and verses included in it, in order to be able to pronounce and recite it orally easily in all the letters and verses.

The teacher reads aloud one of the short chapters that will be memorized, after which he cuts the verses in the verses that have not been taught (in order from verse 1 to completion. The child is guided by the teacher per verse by cutting the syllables of each verse repeated 5 times which the child imitates if have not memorized the repetition added up to 10 times and arrived at one perfect verse. If the teacher sees that most of it has been memorized to come forward or wants to read it sitting down it is also permissible, or the teacher points at random. There are some who have not mastered being guided until they can. it is still difficult to memorize so for the next day continue to the next life

For children who have not mastered or have not memorized, they are given the task of memorizing one of these verses at home with their mother, father, older sibling or the Koran teacher at home and for the next day they are required to memorize the previous verse. For this memorization adjust the conditions of each child. In implementing this method, children are always enthusiastic about learning to memorize short letters, besides that the teacher also cooperates with parents of students in memorizing short letters. In order to improve student academic performance and have an impact on children's education and development, families, teachers, administrators, and community members must work together. This is a multifaceted idea known as "school, family, and community cooperation" (Nurul Arifiyanti, 2015).

In RA Masyithoh 13 there are 5 classes with details of one class for class A and 4 classes for class B. In implementing One day One Verse each class is taught by the homeroom teacher each referring to the achievement indicators in the report card. The teacher also targets the time for memorizing verse by verse according to the number of verses memorized in the letter. For example, in memorizing Surah Al-Humazah which consists of 9 verses, the teacher targets 9 days to ha However, in the process of implementing it, the condition of the students is conditioned, the teacher does not force it because the abilities of children also differ from one another. Every day one verse without forgetting the verse that was memorized yesterday. After all 9 verses have been completed, the teacher adds another 1 day to repeat a full chapter and of course repeat the short chapters that have been memorized before the Al Humazah letter, for example the Al Qoriah letter.ve memorized.

In evaluating the final results of students in memorizing letters, you can go forward one by one or 2 students to memorize the letters that have been memorized, when they are complete, the children are given their respective rewards. The teacher stated that the use of the One Day One Verse method was very effective in the process of

memorizing short letters for students at RA Masyithoh 13 Sokaraja Lor. It is proven that children respond more quickly because they are more focused and pronounce it more correctly and clearly.

4. Conclusion

Habituation that is religious in nature is carried out repeatedly every day will make it easier for children to practice it in their daily lives. The One Day One Verse method helps students focus more on one verse and how to read it, which will help them develop their skills in memorizing and reading verses of the Qur'an correctly.

References

- Ali, M. M. (2015). Pembelajaran Pendidikan Agama Islam bagi Anak Usia Dini Mahdi. *Jrnal Edukasi*, 1(2), 190–215. <https://jurnal.ar-raniry.ac.id/index.php/cobaBK/article/view/605>
- Hasanah, A. (2018). Mengajarkan Shalat pada Anak Melalui Metode Demonstrasi, Tanya Jawab, dan Pembiasaan. *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education*, 2(1), 13–28. <http://journal.iaialhikmahatuban.ac.id/index.php/ijecie/article/view/20>
- Husna Hakim, M. A. I. (2021). Penerapan Metode One Day One Ayat Untuk Mengembangkan Kemampuan Anak Dalam Menghafal Juz Amma Di Tk Fkip Unsyiah Banda Aceh. *Bunayya : Jurnal Pendidikan Anak*, 7(1), 156. <https://doi.org/10.22373/bunayya.v7i1.9296>
- HZ Lubis. (2021). Implementasi Metode One Day One Ayat Sebagai Metode Pembentukan Karakter Islam pada AUD. *Repository*.
- Lestari, D. P. (2020). Pembiasaan Ritualitas Kolektif dalam Pembentukan Sikap Sosial Religius Anak Usia Dini (Studi Kasus di TK Islam Az Zahra, Kebayoran Baru, Jakarta Selatan). *Educandum*, 6.
- Moleong, L. (2017). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Mukholisoh, F., Sa'dullah, A., & Hasan, N. (2019). Pelaksanaan Metode Muroja'ah Tahfidz Al-Qur'an Di Ma'had Al-Ulya MAN Kota Batu. *Vicratina: Jurnal Ilmiah Keagamaan*, 4(3), 191–196.
- Nurmadiyah, N. (2016). Kurikulum Pendidikan Agama Islam. *Al-Afkar : Jurnal Keislaman & Peradaban*, 2(2). <https://doi.org/10.28944/afkar.v2i2.93>
- Nurul Arifiyanti. (2015). Kerjasama antara Sekolah dan Orangtua Siswa di TK se Kelurahan Triharjo Sleman. *Jurnal Pendidikan Guru Pendidik Anak Usia Dini*, 1, 1–27.
- Rukin. (2019). *Metodologi Penelitian Kualitatif*.
- Rusdiana, A., & Nasihudin. (2016). *Sistem Informasi Manajemen Pendidikan Tinggi; Konsep, Kebijakan dan Implementasi* (T. Nurhayati & Muhandi (eds.)). Pustaka Tresna Bhakti Press bandung.
- Salman, I., & Widodo, A. (2020). Kebijakan Peningkatan Mutu Pendidikan Raudhatul Athfal dalam Telaah Renstra Kemenag 2015-2019. *MODELING: Jurnal Program Studi PGMI*, 7(2), 167–184. <http://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/664>
- Saputra, A. (2018). Pendidikan Anak Pada Usia Dini. *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 10(2), 192–209. <https://www.ejournal.staindirundeng.ac.id/index.php/tadib/article/view/176>
- Ulum, M. S., & Ropikoh, I. (2018). Upaya Meningkatkan Daya Ingat Anak Melalui Metode One Day One Hadits Pada Anak Usia Tk (Di Madrasah Baitul Hikmah Naringgul Tegallega Bungbulang Garut). *WALADUNA : Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 58–70.
- Windiharta, B. S. (2019). Pendampingan Orang Tua Dalam Menanamkan Nilai-Nilai Religiusitas Pada Anak Didik Di Desa Tambi Kecamatan Kejajar Kabupaten Wonosobo Jawa Tengah. *Diklus: Jurnal Pendidikan Luar Sekolah*, 2(1), 12–25. <https://doi.org/10.21831/diklus.v2i1.23645>