

Application of singing method to improve memorization of asmaul husna for 1st grade students at kedungjati public elementary school

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ABSTRACT

The class action study conducted was intended to identify efforts to improve the quality of rote asmaul husna by using the method of singing. This use of the singing method has had a positive effect. From one cycle to the next, repairs were made. It makes it easier for students to memorize asmaul husna. By studying disciples, have indicated that application of the singing method has had a positive effect on learning asmaul husna in elementary school Kedungjati. Singing methods can improve participants' performance because they are active, creative and excited during the lesson. Studies have shown that the practice of singing to students successfully increases rote asmaul husna is performed at 33% precycle, in the I cycle is 58%, while in the II cycle increases 83%.

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Introduction

Religious education aims to shape the character of students to become better individuals. Islam views children as valuable assets for both their worldly and religious futures. Therefore, parents and teachers play crucial roles in shaping a child's character. One way to do this is by introducing the Asmaul Husna, which consists of the 99 names of Allah with noble meanings. Humans are instructed to mention the Asmaul Husna when praying. A hadith narrated by Bukhari Muslim states, "Whoever preserves it (memorizes it), he will enter paradise" (Mawardi and Sri Indrayani, 2020). Memorizing the Asmaul Husna has numerous benefits such as gaining blessings in worldly and afterlife affairs, receiving assistance from Allah, and being protected from negative traits. By studying the Asmaul Husna, we learn about the attributes of Allah that we can apply in our lives, although not identical to Allah's attributes, we can shape ourselves into better individuals.

Education can also be described as a process that evolves alongside an individual's physical development and follows the trends of the times (T. Murti, 2018). Evolving education must also undergo a learning phase. Learning is a process of behavioral change involving the acquisition, storage, and execution of knowledge, skills, habits, and attitudes (Hermawan, 2017). Early religious education is excellent for the growth and development of children. Children are expected to get to know Allah and exhibit positive behaviors.

Due to their considerable number, students find it challenging to memorize the Asmaul Husna. Memorizing the Asmaul Husna at SD Negeri Kedungjati was previously considered very difficult. The reasons for this difficulty include teachers still using conventional methods, which make students quickly bored and disinterested in understanding them. Similarly, with other subjects, this teaching model lacks motivation for students to understand the objectives of the lesson. The lack of understanding of the purpose of learning a particular subject makes students reluctant or uninterested in the material, which then affects the achievement of competency standards.

As a teacher, one must create innovative and varied learning methods to engage students. Development-oriented learning can be tailored to the child's age so that learning can be enjoyable, desired skills can be achieved, and the learning activities are challenging for children of that age (Mawardi and Sri Indayani, 2020). If the teaching method used is appropriate for the students' age, they will feel happy and eager to learn. To develop meaningful learning, a teacher must consider students within the scope of the family, society, and cultural factors (Novan Ardy Wijaya, 2012).

During learning, various processes are required, one of which is cognitive processing. Cognitive processing in learning involves thinking, remembering, and problem-solving. The results of students' learning are seen based on their mastery of the material, which cannot be separated from the process of remembering. Memory skills involve the process of remembering, where memory power is the human psyche's ability to receive, store, and recall past impressions, understandings, or responses. Our learning abilities are influenced by our memory capabilities (Jubaidah, 2020). However, not all students have the same memory capacity; in every class, some students have good memory abilities, while others struggle to remember. Therefore, teachers need to use engaging methods for memorization, such as singing.

According to Walgito, remembering is a psychic ability to input information, store information, and recall past memories (Bimo Walgito, 2004). During childhood, a child's brain can store information up to 75% in long-term memory (Yudrik Jahja, 2011). This explains that the stage of remembering ability in children is essential to be maximized to support their cognitive development. Memorization is closely related to the brain's memory function (Cucu Susanti, 2016).

Singing is a real learning approach that can make children happy and joyful. Children are guided to build a happy soul through tonal and rhythmic expressions that make the learning atmosphere more enjoyable. Scientists believe that children who sing can improve their intelligence and achievements in other subjects (Yanuar, 2012). Singing methods are suitable for first-grade elementary school children. At this age, students are identified with learning strategies such as playing, storytelling, and singing. According to research from several articles I've read, there is an increase in cognitive abilities in students through singing methods with relevant improvements.

Learning can be easily implanted through songs because the lyrics are often repeated. Thus, children unknowingly train their memory, and by memorizing song lyrics, their intelligence is stimulated by what interests them (Jarot Wijanarko, 2005). So far, learning the Asmaul Husna for students has been very difficult due to the monotonous teaching methods employed by teachers. With the innovation of memorizing the Asmaul Husna using music or singing, students can be more interested and find it easier to memorize. The happiness and enjoyment of students in memorizing the Asmaul Husna depend on the teacher's skill in guiding and understanding the student's personality, as well as the method used. Therefore, without realizing it, students achieve what is desired, and the learning objectives are met. In Indonesian history, the singing method was

introduced by Sunan Kalijaga during his preaching; he composed verses sung in what is known as "gendingan" (Purwadi and Enis Niken, 2007).

From the above discussion, the problems occurring in the field can be analyzed as follows: 1) The low interest of students in memorizing and learning the Asmaul Husna, 2) The use of boring learning methods by teachers to memorize the Asmaul Husna, 3) The large number of Asmaul Husna names that need to be memorized. Therefore, the researcher intends to use the singing method considering: 1) Singing method is suitable and appropriate for students' age, 2) The lack of using singing method for memorizing the Asmaul Husna at SD Negeri Kedungjati, 3) The application of this method to improve Asmaul Husna competency mastery in learning at SD Negeri Kedungjati.

Method

This research utilizes the Classroom Action Research (CAR) method, which is research conducted by teachers in their own classrooms through planning, implementing, reflecting collaboratively and participatively with the aim of improving their performance as teachers so that students' learning outcomes are enhanced (Kusuma, 2010). Classroom Action Research is a study that portrays the cause-and-effect of treatments, as well as what happens when treatments are given, and then illustrates the entire process (Suharsimi Arikunto, 2015). Therefore, the data analysis technique used is descriptive-quantitative analysis. With this technique, the data that has been sorted and simplified is then presented in the form of percentages or tables. Subsequently, qualitative explanations are provided in forms such as complete-incomplete, active-inactive, good-poor.

In the Classroom Action Research conducted by the researcher, the model cycle proposed by Kemmis and McTanggart is utilized, which consists of four components: 1) Planning, 2) Acting, 3) Observing, and 4) Reflecting (M.nadlir, 2013). The implications within these four components are unified in one cycle and implemented twice in this research. The success standard for students is that they can master the learning material according to the Minimum Mastery Criteria (KKM), where the KKM set by the school is determined at 75. Before presenting the research results in Cycle I and II, the results of the initial learning activities or pre-cycle actions need to be presented to provide an overview of why this research is conducted.

Results and Discussion

Singing Method in Elementary School Children's Learning

Everyone, especially children, enjoys listening to songs and singing. Music stimulation is one way to optimize children's intelligence. A song can help children improve their speech, hearing, self-confidence, and coordination skills as they follow the tune. According to some researchers, singing makes the learning atmosphere lively and passionate, thus optimizing stimulation in children (Muhammad Fadlillah, 2012).

As a teaching method, singing directs children more towards playing activities rather than learning itself. The singing method is very effective when applied to children because it does not induce boredom, reinforces the taught material, adds new vocabulary, and does not force children to memorize. By implementing the singing method for teaching, students will be able to stimulate their development. According to Bonnie and John, there are four benefits to implementing the singing method, namely: (Farida Fardah Yudela, 2021)

- a. Helping children develop creativity
- b. Training sensorimotor skills
- c. Providing a fun learning impression on children
- d. Cultivating a love for learning.

In addition to having benefits, every teaching method, including the singing method,

has its advantages and disadvantages. There are advantages to this method, namely:

- a. Suitable for small classes (few students)
- b. Builds enthusiasm for learning in children because of the enjoyable classroom atmosphere
- c. Fosters students' creativity
- d. Stimulates children's brains, thus enhancing their cognitive abilities quickly.
- e. Assists teachers in character education development.

Meanwhile, the disadvantages of the singing method are that it focuses only on the learning process, is less effective as it does not give students the opportunity to think critically and creatively. The weaknesses of the singing method include difficulties in use with large classes, less effective results with quiet students, and potential disruption to the tranquility of other classes (Nurfitria, 2019).

There are six important points to consider when selecting song tunes to teach children, as follows:

- a. The song must be harmonious, meaningful, and appealing to children.
- b. The song contains a short story suitable for children's world.
- c. The song's tune should be simple, short, and easy for children to remember.
- d. The song contains information that children need to learn for the future.
- e. The song preferably repeats information and practical skills that children can perform.
- f. The song should be understandable to children according to their age.

Application of Singing Method in Improving Memorization of Asmaul Husna

After conducting classroom action research on first-grade students at SD Negeri Kedungjati, the singing method is highly suitable for memorizing Asmaul Husna. The stages of applying the singing method can be carried out as follows:

- a. The teacher understands the main content of the material to be taught.
- b. Correctly compile what new material needs to be mastered by the students.
- c. Choose a tune that is familiar to the students.
- d. Arrange the material that the teacher wants the students to master into song lyrics adapted to the chosen tune.
- e. The teacher must practice singing it first.
- f. The teacher provides an example of the song repeatedly sung.
- g. Try to be followed by appropriate body movements.
- h. The teacher must be patient and meticulous in correcting children's pronunciation after they attempt to imitate the teacher's speech.
- i. Ask questions about the material to measure whether students can memorize and master it through the sung song. (Mashuri, 2017)
- j. The teacher observes, evaluates, and analyzes the learning outcomes using the singing method.

The results of this research are also consistent with several related articles that indicate that the singing method can facilitate students in memorizing Asmaul Husna. After the teacher uses this method, the classroom conditions become more conducive, and students become more enthusiastic about learning.

Conclusion

The singing method also aids teachers in the learning process. Students are more enthusiastic about participating in learning activities, and they do not feel compelled to memorize the Asmaul Husna. Singing as a method also serves as a playful activity rather than a learning one. Besides entertaining, singing for children can alleviate boredom and strengthen students' understanding of the taught material. In addition to learning the Asmaul Husna, the singing method can also be applied to other learning materials. After

conducting classroom action research, it can be concluded that the singing method can be applied as one of the learning methods for memorizing the Asmaul Husna. Memorizing the Asmaul Husna, which is quite difficult, becomes easier with the use of the singing method. This is also evidenced by the data above; before using this method, only 4 out of 12 students memorized the Asmaul Husna, but after using this method, all students were able to memorize the Asmaul Husna, although there were still 17% of students who stuttered in memorizing.

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