

Improving Asmaul Husna's Memorization Skills Using the One Day One Name Method in the El Rahman Islamic Kindergarten Playgroup

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Abstract

Improving the Ability To Memorize Asmaul Husna Using One Day One Name Method In El Rahman Islamic Kindergarten. The focus of this research is that the memorization of Asmaul Husna in the El Rahman Islamic Kindergarten play group is relatively low, teachers still use conventional learning methods which are less innovative, creative and effective in implementing the memorization process for early childhood, as well as children's lack of participation in the learning process to memorize Asmaul Husna. This research aims to determine the process of memorizing Asmaul Husna for students in the El Rahman Islamic Kindergarten play group before using the one day one name method and to determine the increase in students' Asmaul Husna memorization results after using the one day one name method. This research uses the classroom action research (PTK) method with the spiral-shaped action research model from Kemmis and Taggart. This classroom action research involved research subjects consisting of 12 children. 3 boys and 9 girls. The place of research was the El Rahman Islamic Kindergarten, Tangerang City. This research used three cycles, namely the Pre-Cycle Stage, Cycle 1 and Cycle 2, where each cycle was carried out in 5 meetings. The research results show that there is an increase in each cycle. In the pre-cycle stage, children had a total score of 465 with an average of 48.4%, in cycle I there was an increase with a total score of 569, an average of 59.3% or an increase of 10.9% from the pre-cycle stage. In cycle II the total score was 736 with an average of 76.7%. This is where the development of Asmaul Husna memorization increased in accordance with the researchers' expectations with an average of 76.7% or an increase of 17.4%, even the percentage above was greater than expectations. researcher.

Keywords: Asmaul Husna, One Day One Name Method

1. Introduction

It is often mentioned in Islam, that early age is the easiest age to receive or respond to something either through expression, speech, five senses, and even experience, so at that age it is recommended that children be trained with habituation and good speech. For example, as found in verses 13-18 QS Al-luqman. Noble morals that can be instilled in the souls of children in Islamic education are: knowing and loving Allah, loving the Messenger of Allah, Learning and getting used to reading the Qur'an and doing worship.

Islamic education is a process of transformation and internalization of knowledge and values in students through the growth and development of their natural potential in order to achieve harmony and perfection in life in its aspects (Bukhari Umar, 2010). One of the habits related to the cultivation of Islamic religious education is to introduce and memorize the good names of Allah (Asmaul Husna). According to M. Ali Chasan Umar, the understanding of Asmaul Husna is the best and great names of Allah, which are in accordance with the attributes of Allah of which there are 99 names (M. Ali Hasan Umar, 2000).

Why should children be introduced to God's 99 good names? The name has an important meaning and role. How can we relate to others, communicate, cooperate well if we don't know them. By knowing and saying his name, we also respect and cherish him. Thus, a cooperation or relationship will be well established. Likewise with the existence of God, by introducing God's good names to children, it is hoped that children feel close to God's existence even though God is physically invisible but children have often heard his name.

Asmaul Husna are not only beautiful names but also noble qualities possessed by Allah. By knowing and feeling it more deeply, the child will be able to feel that God is so close. Therefore, if children are accustomed to saying the good names of Allah by memorizing them, there will certainly be many benefits for the children themselves. Considering that Asmaul Husna is also often used in the series of worship of Muslims.

The importance of knowing and memorizing God's good names for children makes researchers feel the need to apply innovative methods so that early childhood children can easily memorize the 99 good names of God. It can be seen from the results of a pre-study conducted by researchers in the El Rahman Islamic Kindergarten Playgroup which amounted to 12 students in one class. Only 2 (two) children or 16% know what asmaul husna is. The remaining 10 (ten) children or 83.3% claimed to have never heard of what Asmaul Husna was.

In the process of teaching memorization of asmaul husna carried out by teachers is not in accordance with the need to develop the memorization skills of children aged 3-4 years. The learning process to develop children's memorization skills that occurs in the field is still ineffective, due to the lack of facilities and methods used. So, by seeing this, researchers tried to introduce and apply the One day one name method.

Through this method, children will be introduced to one name of God per day and the next day will be introduced to one more name. It continues until

children can memorize all 99 names of God. In addition to being introduced to the names of Allah, children will be asked to memorize and deposit their memorization with the teacher every weekend. One aspect of development that can be developed through this method is the aspect of cognitive development or intelligence in children in the process of memorizing Asmaul Husna.

2. Methods

This study uses the classroom action research method, which is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The place that became the object of this study was El Rahman Islamic Kindergarten in Tangerang City. The time for this research is from February 2023 to June 2023. The research subjects in this study were students of El Rahman Islamic Kindergarten playgroup. This research data was collected using interview, observation, and documentation techniques.

PTK data analysis or Classroom Action Research can be done in two ways, namely qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to interpret or interpret the results of observations, in this case it is devoted to the actions taken by the teacher during the learning process. The results of cycle 1 reflection become the basis for the implementation of cycle 2 and beyond. One of the qualitative data analysis in this study is triangulation, which is a technique for collecting various data that is carried out continuously until the data is saturated. Research conducted continuously causes high variation in data (Sugiyono, 2009).

Quantitative data analysis in this study is the analysis of student activity observation sheets and rote test results/deposits. Individual memorization tests/deposits conducted to measure students' ability in memorizing abilities of asmaul husna using memorization deposits. Data analysis of observations and tests aims to determine the increase in activeness and memorization ability of Asmaul Husna students of El Rahman Islamic Kindergarten Playgroup.

3. Result and Discussion←Arial, Bold, 11pt

This class action research was carried out at El Rahman Islamic Kindergarten, Cipadu Jaya Village, Prohibition District, Tangerang City. This class action research was conducted in 3 cycles, namely pre-cycle, cycle 1 and cycle 2 to determine how to improve memorization of asmaul husna playgroup with the one day one name method. According to references from previous research conducted by Husna Hakim in 2020 entitled Application of the One Day One Ayat Method to Improve Children's Ability to Memorize Juz Amma in FKIP UNSYIAH Kindergarten Banda Aceh (Husna Hakim, 2020), where the rote deposit method can be done to help improve children's memorization skills makes researchers want to try to apply the same method to improve Asmaul Husna's memorization skills.

a. Pre-Cycle Results Data

Based on the data above, at the pre-cycle observation stage, there were six children who had a score of $< 50\%$ and there were six children who had a score of $> 50\%$. From these results, the average score in the pre-cycle was 48.4%. This can be interpreted that the ability to memorize children's asmaul husna in the precycle is included in the MB criteria (starting to develop). This can be interpreted that the memorization ability of the children in the playgroup has not been fully seen as good. This makes researchers even more excited to try to introduce the one day one name method to see if there are any changes regarding the memorization of asmaul husna children after being given the fun method. Given that the one day one name method has not been implemented optimally in this institution, there has been no support from various parties.



Figure 1. Pre-Cycle Opening Activities

b. Results Data from Cycle 1

This stage researchers will take action in the form of learning activities to children about the one day one name method to improve memorization of asmaul husna. The stages of cycle I consist of planning, action, observation and reflection. Based on observations in cycle I above, in some indicators there is an increase in memorization of asmaul husna. There are 3 children who have the smallest scores with scores of 25%, 40% and 48.75% respectively, and 1 child who has the largest scores with a score of 80%. So the average obtained at the stage of cycle I is 59.3%. From these results, it can be illustrated that the development of the memorization ability of the asmaul husna playgroup increases to BSH criteria (Very well developed).

At the end of the action after planning, implementation, and action, the researcher and collaborators held a reflection, namely examining the extent

to which after the implementation of the one day one name method the ability to memorize asmaul husna children. And at this stage, researchers compared the memorization assessment of asmaul husna children after being given action in cycle I. from this comparison, it can be concluded that the child's memorization development has not reached 75%, namely the BSB criterion (very well developed). The increase occurred from the pre-cycle stage with an average score of 48.4% to 59.3% at the first cycle stage.



Figure 2. Application of One Day One Name Method cycle I

c. Results Data from Cycle 2

Based on the second cycle data above, there are 7 children with a value of $< 90\%$, and there are 5 children with a value of $> 90\%$. The total score is 920, while the percentage obtained at the stage of cycle II is 76.7% of the results can be described that the development of memorization of asmaul husna in children aged 3-4 years in the one day one name method increased in percentage compared to cycle I which was 17.4%, so the average score of children above met the target of researchers with a value of 75%.

At the end of the action after planning, implementing, and acting the researcher and collaborators held a reflection, namely reviewing the extent of memorization of asmaul husna in the one day one name method that had been implemented in cycle II, from this stage the researcher compared the memorization assessment of children after being given action in cycle I, whether there was a change after being given action again in cycle II. It turned out that the development occurred from the stage of cycle I with a score of 59.3% with the criteria of developing according to expectations (BSH) to 76.7% with the criteria of developing very well (BSB) at the stage of cycle II.

And it turns out from the results mentioned above it can be seen that memorizing asmaul husna with the one day one name method can improve their memorization skills. In addition to the children looking capable, they are also enthusiastic in this activity. From the results mentioned above, this

research has met the expected development targets, so there is no need to carry out the next cycle.



Figure 3. Application of One Day One Name Cycle II Method

4. Conclusion

Based on the results of research on improving memorization of asmaul husna through the one day one name method in the El Rahman Islamic Kindergarten playgroup, it can be concluded as follows:

1. This action research examines the improvement of children's asmaul husna memorization results, namely by the one day one name method in the memorization process taking place. This research was conducted in 3 cycles, namely Pre-Cycle, Cycle 1 and Cycle 2. Where each cycle is carried out in 5 meetings. The final result of each cycle becomes a reference for taking action in the next cycle such as additional actions carried out in research in cycle 2, namely increasing memorization time and rote recalling activities on that day. This additional action is performed when entering the return hour or at the time before the return prayer. In addition, teachers also collaborate with parents to repeat the memorization of asmaul husna at home.
2. Based on the analysis of the actions in this study, it was concluded that the memorization of children's asmaul husna can be improved through the one day one name method at El Rahman Islamic Kindergarten through the stages of the cycle, namely pre-cycle, cycle I, and cycle II. In the pre-cycle the child has not developed because it can be seen from the average result of 48.4%, in cycle I the child begins to develop because it is seen from the average result of 59.3% and in cycle II this is the child reaches his development because it can be seen from the average result of 76.7%. The results of observations made prove that the learning process requires a more creative,

innovative and fun method which can also stimulate the child's competitive spirit to be better. Thus, it can be concluded that this action research is successful and acceptable.

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