Implementation Living Hadith Curriculum for Early Childhood Learning

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Article Information:
Received October 1, 2022
Revised November 8, 2022
Accepted December 4, 2022

Keywords: Implementation curriculum, living hadith, childhood learning

Abstract
This research was conducted at RA Bait Qur'any Bukittinggi. The aim is to develop a hadith learning curriculum so that the hadiths taught are integrated in the curriculum and applicable in children's daily lives. This curriculum development includes developing objectives, materials, methods and evaluation of hadith learning in each child's activities. Starting from opening activities, special activities (tahfizh), to starting center activities. The hadith material developed is more applicable and focuses more on daily adab. This research uses the Research and Development (R&D) method with a 4-D development model. This model consists of four stages, namely define, design, develop and disseminate. This research was only carried out until the development stage which ended with testing the product's validity with several experts. The feasibility test results obtained were 4.34 or 86.8% with very feasible criteria.

INTRODUCTION
Rasulullah SAW is the best example in living life. He brought the most perfect miracle, namely the holy book of the Qur'an and hadith as an explanation for guidance for us in life. By understanding the Qur'an and hadith properly and correctly, we will be able to live life in this world and the hereafter safely. To be able to live life in accordance with the Prophet's guidance which comes from the Alquran and hadith, of course, habituation is needed. Getting used to living with the Alquran and hadith is called living Qur'an and living hadith. Living hadith itself is a study that seeks to gain knowledge from a culture, practice, tradition, ritual or community life behavior inspired by the hadith of the prophet (Abimijoyo et al., 2022; Qulub, 2022).


E-ISSN: 2810-0050
Published by: The Institute for Research and Community Service
Getting used to living in accordance with the guidance of the Prophet SAW should be done from childhood or early age, because this is the time *golden age* namely a time when all human potential develops rapidly. Children who are born Muslim, grow up in an Islamic environment and live by Islamic rules, should be accustomed to living side by side with the hadiths of the Prophet (Ananda, 2017; Yani et al., 2017; Solichah et al., 2021).

Early childhood is an individual who is experiencing a very rapid growth and development process. It is even said to be a developmental leap. That's why early age is said to be *golden age* (golden age) is an age that is very valuable compared to subsequent ages. In a child's life there are two processes that operate continuously, namely growth and development. These two processes take place interdependently, depending on each other (Trenggonowati & Kulsum, 2018; Santika, 2018; Amini & Naimah, 2020).

Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education (Ariyanti, 2016; Syamsiah, 2019).

In general, PAUD institutions design activities in accordance with the curriculum provided by the government. However, researchers found something different in one of the RAs in Bukittinggi, namely RA Bait Qur'any. This school has a special program for memorizing hadith as a form of activity that can develop aspects of religious and moral values. However, learning this hadith has not been included in a planned curriculum at RA. Apart from that, there has also been no structured evaluation carried out by teachers to measure the success of the hadith learning carried out. Researchers also did not find any hadith curriculum documents in the RA. Under these conditions, researchers propose curriculum development *living hadith* as an effort to bring more life to the daily lives of children at RA Bait Qur'any.

**METHODS**

In this research, the author will use studies *living hadith* in the world of education, where it is hoped that the existence of a curriculum based on the hadiths of the Prophet can change the life behavior of students at school and as a result the hadiths of the Prophet can live in students' daily lives. The researcher chose development research (Developmental Research) because the research carried out by the researcher was development research in the form of curriculum development which aims to improve school quality (Abdullah, 2016; Faza, 2019; Maman et al., 2021).

In developing this curriculum, researchers used the 4-D (four-D) development model. The 4-D model research and development model consists of 4 stages, namely define, design, develop, disseminate. At this definition stage, development needs analysis activities are carried out, product development requirements that are in accordance with user needs and research and development models that are suitable for developing products. Researchers chose SWOT analysis to analyze existing needs in the field. SWOT is an abbreviation of strenght, weakness, opportunities, and threats (Zakir & Musril, 2020; Donna et al., 2021; Muqdamien et al., 2021).

Next, in the design stage, curriculum design can begin by setting curriculum objectives *living hadith*, then collect material as the content of the curriculum *living hadith*. Next, determine the methods that can be used to implement the curriculum *living hadith*. Finally, determine the evaluation that can be used in implementing the curriculum *living hadith* later. This design
stage aims to design programs living hadith through children's learning activities. All components of the developed curriculum are then summarized in a living hadith curriculum development model book. Then, at the development stage, a feasibility test/validation of the developed curriculum product was carried out with five validators, namely a development expert, a language expert, two material experts and a media expert. After receiving validation from experts, the next step is to carry out revisions according to the experts' input and suggestions (Indana, 2018; Hamami, 2020).

The research was conducted at RA Bait Qur'any Bukittinggi. The instrument used in this research is a validity instrument. Data collection techniques use observation, interviews, documentation, literature study and questionnaires. Observations were carried out to observe the overall learning process at RA Bait Qur'any Bukittinggi. Interviews were conducted with the principal and teachers at RA Bait Qur'any Bukittinggi.

Interviews were conducted to determine the difficulties and needs of educators and students in the learning process. Meanwhile, a literature study was carried out to look for references in curriculum development research. The data analysis technique that will be carried out in this research is descriptive analysis technique. Descriptive analysis techniques are carried out using descriptive statistics. To determine several categories of suitability for this module, a Likert scale measurement scale is used. The data obtained from the Likert scale measurement results are in the form of numbers. The figure is then interpreted in a quantitative sense.

RESULT AND DISCUSSION

Early age is a period of growth and development that greatly determines future development. Various studies conducted by experts have concluded that children's education from an early age can improve achievement and increase work productivity in adulthood. Early childhood is an individual who is undergoing a rapid and fundamental development process for later life. Early childhood is in the age range 0-8 years (Ita, 2018; Ardiana, 2022).

Parents are the absolute educators that God has set for each child, so morally both parents will have the burden of educating their children from an early age. The first thing that parents need to teach their children is about monotheism and faith. If the foundations of monotheism and faith are firmly instilled by parents in every child, then it will naturally produce noble morals in them. As mentioned in the Qur'an, chapter Luqman verse 13-14:

"13. And (remember) when Luqman said to his son, when he was teaching him: "O my son, do not associate partners with Allah, truly associating partners (with Allah) is really a great injustice"

"14. And We commanded the people (do good) to his two parents; his mother had conceived him in a state of increasing weakness, and weaned him in two years. Be grateful to Me and to your two parents, only to Me will you return”.

Currently, the school environment also has an equally important role in educating young children. We can see that there are many children's educational institutions that not only provide education for children aged 5-7 years, but also provide child care services even from babies aged 3 months. This is caused by the large number of mothers who play two roles at once, namely as a mother in the household and as a career woman. Therefore, we cannot deny that early childhood education has become the responsibility of every child's environment, whether family, school or community. All three
have equally important roles, so they must work together optimally in preparing education for early childhood.

In the educational process, a planned concept is needed so that each goal can be achieved optimally. This concept is usually called curriculum. Curriculum is an important component in the world of education. The curriculum acts as a guide to future educational goals so that they can run well and optimally so that the set educational goals can be achieved. Therefore, Law Number 20 of 2003 concerning the National Education System states that every institution is given the right to develop the existing curriculum in accordance with regional potential, students and the specifics of the institution.

Curriculum development is an activity that produces a curriculum, or a process that links one component to another component to produce a better curriculum, or an activity for preparing the implementation and evaluation of curriculum improvements and improvements. Implementation of curriculum development living hadith This is every day, during opening activities, special activities and core activities (areas) at school. In the opening activity, children will be accustomed to praying Dhuha together and then introduced to mufradhat in Arabic using movements through the tarjamah per kata juz 30 program. Apart from that, children will also be taught short hadiths that are applicable (Hidayat, 2018; Jumriani et al., 2021). This program is based on the hadith of Rasulullah SAW which means:

"Narrated by Zaid bin Thabit: "The Messenger of God, may God bless him and grant him peace, ordered me to learn some statements from the writings of the Jews for him, and he said: 'By God! I do not trust the Jews with my letters.'” Zaid said: "Not half a month passed before I learned it, when the Messenger of Allah wanted to write to the Jews, I would write it for them, and when they wrote for him, I would read their letters to him.” (H.R Tirmidhi: 2715)

The special program referred to here is the Alquran memorization program juz 30. Children are guided by teachers to memorize with different targets according to their age and the development of their respective abilities. For group B, the daily memorization target is two verses, while for group A one verse every day. This program is based on the Hadith of Rasulullah which means:

“From Ali bin Abi Talib Ra said the Prophet SAW said: Educate your children for three things: to love your Prophet, to love his people, and to read the Qur'an, then indeed the person who upholds the Qur'an will receive the shade of Allah on a day when there is no shade but shade It (Doomsday) is with the Prophets and their lovers”

Furthermore, hadith teaching is also carried out in the classroom learning area. The teacher will read hadiths related to adab. Then we will see the application of this hadith in children's activities at school. This program is based on the hadith of Rasulullah which means:

“From Anas bin Malik RA that the Messenger of God SAW said, "Three things that when a person has them, he will feel the sweetness of Iman: Loving Allah and His Messenger more than anyone else, loving a servant (of Allah) only because of (because of) Allah, and hates returning to disbelief after God saves him from it just as he hates being thrown into the fire (hell)”. (HR. Al-Bukhari and Muslim)

Then testing the feasibility of curriculum development is carried out living hadith in early childhood learning at RA Bait Qur'any Bukittinggi. The aim of testing is to produce material that has been revised based on
suggestions from experts so as to produce a decent example of a book. Validation is carried out by expert lecturers to obtain criticism and suggestions to find out whether or not curriculum development is suitable for use in schools. This validation stage was carried out by five validators, namely two material experts, a language expert, a development expert and a media expert.

The results of data analysis from the content aspect, obtained an average value of 4.74 with a percentage of 94.81% with very feasible criteria. This shows that the curriculum *living hadith* in early childhood learning that has been developed very well from the content aspect, so that it can be used as a teaching guide for teachers. The results of data analysis from the aspects of appropriateness of presentation and graphics, obtained an average value of 3.94 with a percentage of 78.75% with appropriate criteria. This shows that the curriculum *living hadith* in early childhood learning that has been developed in terms of suitability of presentation and graphics, so that it can be used as a teacher's teaching guide. The revisions from material, language, media and development experts can be seen from the following table:

**Table 1. Expert Revision**

<table>
<thead>
<tr>
<th>No.</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Research book titles should all be in capital letters</td>
<td>Title research has been improved</td>
</tr>
<tr>
<td>2.</td>
<td>The word &quot;by&quot; on the cover should be removed</td>
<td>The cover has been repaired</td>
</tr>
<tr>
<td>3.</td>
<td>Some studies of titles, prepositions, capitalization, and punctuation are corrected</td>
<td>Title research, prepositions, capital letters and punctuation have been corrected</td>
</tr>
<tr>
<td>4.</td>
<td>Research titles in the text are quoted or bolded (choose one)</td>
<td>The title research in the foreword text has been corrected</td>
</tr>
<tr>
<td>5.</td>
<td>Correction of table 1 in column 2</td>
<td>Already repaired</td>
</tr>
<tr>
<td>6.</td>
<td>Improved evaluation in charts</td>
<td>Already repaired</td>
</tr>
<tr>
<td>7.</td>
<td>The standard PAUD Constitution should be added to the bibliography</td>
<td>It's been added</td>
</tr>
<tr>
<td>8.</td>
<td>Neat the spacing between paragraphs, Arabic writing and its meaning</td>
<td>Already repaired</td>
</tr>
<tr>
<td>9.</td>
<td>Add images for each hadith material to make it more interesting</td>
<td>Image has been added</td>
</tr>
</tbody>
</table>

Curriculum development research *living hadith* in early childhood learning, this has been created in accordance with the abilities of researchers to achieve optimal scientific work results. However, researchers realize that this development research still has many limitations, namely as follows: Material in curriculum development *living hadith* has not been arranged according to children's learning themes and does not fulfill all existing themes.
Curriculum development *living hadith* Practicality in early childhood learning has not been tested by teachers because of time and cost constraints.

Researchers hope that this research can be continued to this stage *disseminate* (deployment) by conducting experiments or trials to see the effectiveness of using curriculum development modules *living hadith* in early childhood learning. Regarding all the results of this research, we hope that the product being developed can be useful for the world of education in the future.

**CONCLUSION**

Raudhatul Athfal Bait Qur'an Bukittinggi has implemented hadith learning, but so far it has only focused on the cognitive realm. It does not yet have a structured evaluation system, nor does it have objectives and teaching methods. Curriculum development *living hadith* in early childhood learning, what is done is to create a module book as a guide for teachers in learning *living hadith* as an effort to bring the hadith to life from an early age. Feasibility of curriculum development *living hadith* in early childhood learning based on material expert assessment, it was obtained at 4.74 with very adequate criteria. Meanwhile, the assessment from development experts obtained an average score of 3.94 with adequate criteria. Thus the feasibility of curriculum development *living hadith* in early childhood learning based on the average feasibility score is 4.34 or 86.8% with very feasible criteria.

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