
Implementation of memorizing hadists using the hand movement method in Tadika Mysarah Padang Serai Malaysia

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Abstract: The qualitative research conducted at Tadika Mysarah Padang Serai explores the efficacy of using hand movement methods to facilitate the memorization of hadiths among early childhood learners. Findings underscore the method's positive impact on fostering enthusiasm for hadith learning. Key components identified include teacher preparation, active engagement through reading hadiths with associated movements, and systematic evaluation. Proposed solutions advocate for direct teacher guidance, repetitive practice, and multimedia aids like DVDs to mitigate these issues. The research confirms the method's effectiveness in enhancing the efficiency of hadith memorization at Tadika Mysarah Padang Serai. However, flexibility in adapting to diverse learning styles and leveraging parental involvement are crucial for sustained success. Collaboration between educators and families is emphasized as pivotal in creating a holistic learning environment. The study extends insights into early religious education, illustrating how movement-based approaches can imbue children with motivation to emulate Prophet Muhammad SAW and apply Islamic teachings in daily life. Despite its benefits, educators must address challenges such as varying learning styles and instructional delivery to optimize learning outcomes. Repetition strategies and parental engagement emerge as pivotal factors in overcoming these challenges. The implications of this research extend to enhancing religious education practices in similar educational settings, offering valuable perspectives on effective pedagogical techniques for young learners. The results of the research on the movement method in memorizing Hadith can strengthen children in Tadika Mysarah Padang Serai in learning and understanding its meaning, in this case it also adds to the vocabulary and movements of children.

Keywords: Hadith, memorizing, movement method.

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Introduction

Hadith serves as a primary teaching of Islam, guiding Muslims in matters of Sharia law and instructing them on how to conduct themselves as Muslims. It is considered a fundamental source of Islamic consensus law, following only the Quran and qiyas (analogical reasoning), ranking second after the Quran itself (Fauzi Siregar, Handika Siregar, and Jend Ahmad, 2018) The aim of early childhood education is to encourage, guide, develop and provide learning activities that help develop children's skills and abilities. At this stage education focuses on physical, intellectual, emotional and social education (Arafah Julianto, 2020). The goal of Indonesian national education is like the other side of a coin, namely a unified whole, interconnected and inseparable, the essence of which is to form a perfect Indonesian nation based on faith, devotion and noble moral values. According to Sheikh Muhammad Syakiri, it can be understood that the suitability of Indonesia's educational goals with the concept of parenthood can be seen from three points of view, namely: (1) a spiritual point of view, (2) ethical perspective, and (3) spiritual views, especially ethics, which are the core of Islamic teachings, exemplify Sheikh Muhammad Syakiri's understanding of the importance of education for educational purposes. This is increasingly visible in Indonesia, where Indonesian culture is still closely related to the religious

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teachings and practices of their ancestors (Arkam and Mustikasari, 2021). Apart from that, early childhood is a group that experiences a unique growth and development process, namely models of growth and development, intelligence, socio-emotional, language and communication models that are very appropriate to the child's level of growth and development. Because basically small children are always influenced by their surrounding environment, so as a teacher you must be able to set an example (Maghfiroh and Suryana, 2021).

The offer of early childhood education is largely adjusted to the level of development of children at that age, so it is hoped that through early childhood education they can develop all the potential that each golden age has with an appropriate offer. appropriate learning experience (Malikah and Malikhah Rohinah, 2019). Therefore, the teacher's task is to be a role model and create a conducive classroom and school atmosphere as well as a form of strengthening for the growth and development of students' good character (Aprida and Suyadi, 2022).

This Tadika has been given the name Tadika Mysarah after taking the name of a child named Maisarash. In Arabic, Mysarah means calm, comfort, prosperity, wealth and spaciousness. It is hoped that Tadika Mysarah can create a calming and comfortable atmosphere and conditions for all Tadika Mysarah residents. The relationship between the former heirs children is always harmonious and prosperous. Mothers and fathers always accept the opinions and explanations of teachers regarding their child's development. The word "mysarah" itself carries its own meaning. We aim to give birth to children who are: M = Proficient (the ability to carry out activities efficiently and efficiently) A = Wise (broadly knowledgeable and wise) R = Rational (rational in actions and fair towards teachers, heirs and friends) A = Active (always alert and healthy) on the edge lot at 1115, Lorong Serai Wangi 2/6, Taman Serai Wangi, 09400 Padang Serai, Kedah. Twin House which has a large edge area. The doors are always open so that children can enjoy the clean breeze and a calm and conducive learning atmosphere. Since the establishment of this school in 2018 until today, additional students have occurred frequently. Children range from 3 + to 6 + years old. The majority are Malay and Muslim. Apart from using the National Preschool Standard Curriculum, Tadika Mysarah also uses Montessori methods (Self and Sensorial Management) and Classroom Management. Everything is delivered by Learning While Playing (Fun Learning). Learning is relaxed and informative and memorable, making it easier for children to understand daily learning objectives. Each student in the class is also limited in number. Playschool limits maximum 10 people. Kindie 2 has a limit of 15 people and Kindie 3, 20 people. Children are people who are still relatively young. There are many differences in physical, psychological and intellectual readiness and abilities. These differences are caused by the interaction of hereditary and environmental factors (Zailani, 2022).

Islamic religious education at Tadika Mysarah Padang Serai, like in many similar institutions, often relies on conventional methods of teaching and learning to memorize hadiths. These methods may include verbal repetition, rewriting, or even direct reading of the text without more active interaction. Although these methods have been the standard in Islamic religious teaching for many years, there are several limitations that need to be acknowledged. First of all, although some students may respond well to this approach, not all students share the same interest in this learning method. Young children tend to have lower concentration levels and may have difficulty staying focused for long periods of time. Second, although conventional methods can help students retain information temporarily, they often fail to strengthen long-term retention. Verbal repetition or rewriting may not provide sufficient stimulation to effectively reinforce the memorization of the hadith. Moreover, in the context of Tadika Mysarah Padang Serai where children are in the initial phase of learning, it is important to consider learning approaches that enable them to be actively involved in the learning process. Conventional methods may be less able to meet these needs because they tend to be more passive and less attractive to young children.

Although Tadika Mysarah is committed to providing holistic education, the challenges in teaching and learning the Islamic religion at this institution cannot be ignored. Some of the challenges faced by educators in this context include 1) children's lack of interest in Islamic teaching, where young children tend to have fluctuating interests in certain subjects, including Islam. Factors such as a lack of understanding of religious values, or the dominance of media and popular culture often become obstacles to children's interest in religious learning; 2) low level of concentration where young children generally have a low level of concentration, which can be a challenge in maintaining their attention during the learning process. Lack of active engagement in learning can hinder understanding and retention of information; 3) difficulty in maintaining attention, apart from low levels of concentration, children are also prone to distractions and tend to get bored quickly. This can make it difficult for educators to maintain students' focus and interest in Islamic learning material. This obstacle has significant implications for the effectiveness of Islamic teaching and learning at Tadika Mysarah Padang Serai. Conventional methods may not be effective enough in overcoming these problems, because they tend to be less interesting and less interactive for young children.

The movement method, also known as the kaisa method, is a method of memorizing the Al-Quran (Salamah, 2018). The Kaisa method is good for memorizing the Koran and Hadith for children. This method is very different from other memorization methods such as the Talaqq method. The Talaqq method is a method of memorizing the Al-Quran, where children simply sit quietly and listen to the teacher's memorizing voice, after which the child imitates it (Aliyah, 2021). This method is suitable for children, because children's attention span is still relatively short, so children should not sit and listen, but should move according to the meaning of the verse being read. It also improves the child's vocabulary and movements. There are several types of intelligence that are refined using the Kaisa method, namely linguistic intelligence, kinesthetic intelligence, audio-visual intelligence and interpersonal intelligence. This method is suitable for kinesthetic children whose learning style emphasizes physical activity, trains children's minds socially and helps hearing children remember more easily because they learn through hearing and sight (Salamah, 2018).

Research related to memorizing movements includes research by (Juliana, 2018) which shows that the application of the movement method for memorizing hadiths in PAUD Darrul Fikri is adapted and arranged in accordance with the hadith design taught in RPPH, namely: presentation of the names of hadiths, steps to memorize hadiths through hand movements and carrying appear classically. Then research (Aida et al., 2024) found that the memorization of hadiths in group B Ra Al-Hijrah children increased through the movement method, whereas previously children could not memorize short hadiths every day, but by practicing hadiths through the movement method, the children felt happy and participated actively. In training, this can be demonstrated by observing and imitating the movements given as examples with the child's enthusiasm and enthusiasm. This is also in accordance with research conducted by Ismawaty, Uswatun Nabawiyah (Ismawaty, Uswatun Nabawiyah, 2023) In group B RA Rabithah Islamiyah Batam City who applied the movement method by memorizing hadiths experienced an increase in the application of the movement method in cycle I, as evidenced by the percentage of children being 60% and the class increasing being 26.6% as expected. It started to develop. In the second cycle of growth there were 16 students who developed according to expectations or developed very well, the percentage was 93. Apart from that, the implementation of memorizing with movements was also carried out with other efforts such as those carried out show that the use of movement methods in interpreting hadiths in early childhood through parenting programs is effective in increasing children's activity and participation as well as their ability to remember hadiths. This research contributes to the development of the field of early childhood education by offering children innovative and interesting alternative learning methods that are implemented comprehensively in stages.

Based on various presentations and research conducted previously, this research aims to evaluate the extent to which the movement method can increase the effectiveness of memorizing hadith

among children at Tadika Mysarah Padang Serai, while also identifying factors that support or hinder its implementation. From parental support to resource availability, as well as environmental influences, this research aims to provide a holistic understanding of the challenges and potential of movement methods in the context of Islamic religious learning at the preschool level.

Method

This research uses a case study research method with a qualitative descriptive approach where the researcher will describe and explain in detail the differences in the meaning of education from a broad and narrow perspective. Because the qualitative method is research that is descriptive or broad-minded to gain a deeper understanding. Considering that preschool understanding is qualitative, the research was carried out using qualitative methods using a descriptive analytical approach (Sugiyono, 2017). Where the researcher will describe and explain in detail the various meanings of education from a broad and narrow perspective because the qualitative method is a research method that is more descriptive or is research about an understanding so that the understanding is more deeply understood, for this reason in understanding an early childhood institution Quality or qualified research is carried out using qualitative methods that use a descriptive analytical approach. Data was collected using several qualitative data collection techniques, namely; interviews, observation, and documentation. What is done is to first find out what the problem is that will be discussed in the article (Imanina, 2020). The type of research in this article was carried out using descriptive research using a qualitative approach. Qualitative research is a research method based on the philosophy of postpositivism which emphasizes inductive thinking that produces descriptive data, not statistical procedures that produce comprehensive conclusions, a set of generalizations (Wijaya, 2018). Qualitative research refers to: concepts, definitions, characteristics, metaphors, symbols and other things related to the description of meaning (Firmansyah, Dewa, and Yudha 2021).

Results and Discussion

Teachers must ensure that every student has an equal opportunity to learn in a way that best suits his or her interests. This is in accordance with the teacher's values and attitudes towards his students. Taking sides with students means that teachers always act by prioritizing the benefits of student development as the main reference. All teacher decisions are based on students' learning first, not on themselves (Nurzaki Alhafiz, 2022). One way to prepare for learning needs is to choose the learning method that will be used, because the method used determines the success of learning. The choice of the right method can be seen from the child's learning results. If the results bring changes compared to the past, it is better to use this method. Memorizing Hadith is very important for children. Teaching and teaching hadith teachings to young children during the golden period of absorbing knowledge does not rule out the possibility that children's knowledge and understanding of religion will increase. In teaching religious teachings such as aqidah, a good understanding of aqidah can be an important source in developing the character of each child (Chasanah, Modern, and Putri 2017). Apart from that, by memorizing and practicing Hadith, children can apply commendable behavior in everyday life. There is a lot of wisdom in social life in this hadith, so it should be used as a guide for life. To use it as a guide for life in the world, in-depth education about hadith is needed (Urwatul Wutsqa et al. 2023).

By memorizing Hadiths using the movement method, it can strengthen children at Tadika Mysarah Padang Serai in learning and understanding their meaning, and in certain situations they can scold each other by memorizing the Hadiths they memorize. The hadiths that are taught are the hadith forbidding drinking while standing, the hadith for the command to love one another, the hadith for anger, purity, intention, and the hadith for smiling, using hand movements to help children remember the hadith. better. easy, because reading implies movement.

Regarding the steps for implementing the process of memorizing Hadiths for students at Tadika Mysarah Padang Serai, namely: The first step is to prepare hadiths, namely the things that must be prepared before the lesson and how to use them for learning. Helping teachers compile hadiths so that the process of conveying them is smooth. In this case, the teacher prepares the hadith, meaning the teacher studies the hadith before teaching it to the child. Second, implementation in the classroom is carried out by the teacher reading the Hadith slowly with movements and followed by the students. Third, memorization evaluation, evaluation of Hadith memorization is carried out to improve children's memorization so that it remains in their memory. Evaluations are carried out every day before going home by asking several children to memorize so they can see the children's progress in studying Hadith. And the next day, the previous memorization is repeated again, so that the child can accept the memorization process well. In the end-of-semester learning evaluation, it is important to carry out learning assessments to determine students' competency levels, achieve learning goals, reflect and evaluate learning outcomes, and inform parents about their child's learning progress (Rizka Harfiani & Hasrian Rudi Setiawan, 2019).

However, before starting the process of memorizing hadiths for children, it is best to understand them well first. To know; First, let's introduce the Prophet Muhammad to children and make them aware of his human nature, which includes his behavior and words with perfect ethics. Second; Choose the hadith you want to teach, it can be adjusted to each school's subjects. Third, tells stories full of wisdom about the ethics of the Prophet SAW in relation to the hadith taught. Fourth; The reading of hadiths is taught to start with the sentence " Rasulullah sallallahu 'alaihi wasallam said" or "Rasulullah sallallahu alaihi wasallam said just start reading these hadiths clearly and precisely and their meaning. Fifth, model the hadith movements correctly so that children can easily imitate these movements

The application of the movement method in memorizing hadith at Tadika Mysarah Padang Serai is a teaching process that involves memorization. So based on theory, the method of memorizing hadith movements can be applied at Tadika Mysarah Padang Serai. The process takes place every day before the main activities, at the end of learning before going home and at certain times during learning. Apart from that, the Hadith memorization design for the Kindie 1 class is focused on only three Hadiths, consisting of the Hadith "don't be angry", the prohibition on drinking alcohol, and the Hadith of smiling. For Kindie 2 there are 5 hadiths and Kindie 3 has 6 hadiths. In this design, the teacher pays attention to several aspects in selecting the hadith to be taught, such as the level of difficulty and length of play for the hadith group, kindie 1, kindie 2 and kindie 3. In this collection of hadith, all hadith determined by the teacher are expected to be accepted and mastered by student Tadika Mysarah Padang Serai.

The method chosen by educators can indeed make things easier, but if implemented it can also present its own challenges. And like the difficulties experienced by children in memorizing movements and combining movements when reading the first hadith, there is a need for guidance and teaching led by the teacher in memorizing and reading hadiths according to the reading, starting from the movements, repetition . Repeat until they really understand the hadith lesson. There are those who remember it easily and there are children who can do it without help and there are also children who still have difficulty connecting the movements when reading the hadith, so the teacher teaches those who still have difficulty directing these movements according to the hadith reading.

From the results of the explanation above, it can be seen that educators experience difficulties in applying the method of memorizing hadith movements, therefore, teachers must be able to overcome various difficulties in this regard. Among the problems mentioned above, the right solution is needed to solve them. If difficulties arise, teachers must be patient in guiding children to always help them, because children need time to adapt. The way to overcome difficulties in applying the movement method for memorizing hadiths at Tadika Mysarah Padang Serai is: The teacher guides children to include movements in the hadith. The teacher repeats, because in this case the most important thing is the strategy process used, so that the information or knowledge is stored well, so that it is easy for children

to remember and they do not forget easily. The teacher uses VCD media when students have difficulty understanding their movements. Meanwhile, for children who still have difficulty remembering movements, we approach the child and teach them by holding the child, for example if you want to memorize the hadith of smiling, namely reciting Tabassamuka, while directing the child's hand to the cheek while smiling until the child can do it.

Furthermore, regarding matters relating to maximizing children's abilities, of course supporting and inhibiting factors cannot be separated. The factors that encourage memorizing hadiths using the movement method at Tadika Mysarah Padang Serai are: First, parents are first given the document so they can study at home with their children. The role of parents is very important in supporting children's activities at home, especially in memorizing hadiths. Second, the children's interest is that the movement method is an interesting way of conveying it to children, because through movement children remember more about the meaning of the hadith and children are more enthusiastic when the teacher conveys the Hadith, in contrast to the lecture method where children tend to speak one after another. Third, self-confidence, children understand the hadiths conveyed by educators and pass them on to their friends. Fourth, a friendly classroom atmosphere during regular learning with interesting methods can definitely attract children's attention and make them pay more attention. And the factors inhibiting the process of memorizing hadith at Tadika Mysarah Padang Serai include: First; children's learning styles. Every child has a different way of learning, so the level of understanding and speed of memorizing Hadiths also varies. Second, memory is the ability of each individual to absorb information. Of course, every child has a different memory in remembering several Hadiths which he memorized for a long time and then passed them on. Third, the educator's ability to convey the Hadith also influences the child's ability to recite the Hadith correctly according to the rules. Fourth, forum to learn about the hadith movement with parents. Even though handouts have been given so that children can study Hadith with their parents at home, their parents do not do this using movements like at school. Because the school has not provided any training or workshops on memorizing Hadith movements.

The movement method of memorizing Hadith can strengthen children at Tadika Mysarah Padang Serai in learning and understanding its meaning, in this case also increasing children's vocabulary and movements. There are several types of intelligence that are enhanced by the movement method, namely linguistic intelligence, kinesthetic intelligence, audio-visual intelligence and interpersonal intelligence in hearing children because they learn through sight and hearing. And in certain situations can scold each other by memorizing the memorized Hadith. The hadith taught are the hadith of the prohibition of drinking while standing, the hadith of the command to love each other, the hadith of anger, purity, intention, and the hadith of smiling, using hand movements to help children remember the hadith. better. easy, because reading implies movement. The purpose of learning hadith in children is to provide enthusiasm and encouragement so that they always do good and become an example for everyone like the Prophet Muhammad SAW. The aim of learning hadiths for children is to provide enthusiasm and encouragement so that they always do good and become role models for everyone like the Prophet Muhammad Peace be Upon Him.

Conclusion

Based on the results of the research conducted, it can be concluded that the use of the movement method in teaching hadith memorization to children at Tadika Mysarah Padang Serai has a significant positive impact. This approach not only increases effectiveness and efficiency in the process of memorizing hadiths, but also encourages children's motivation to emulate the teachings of the Prophet Muhammad SAW in their daily lives. Even though it faces several challenges, such as children's learning styles and teachers' abilities in delivering material, this approach makes a positive contribution to children's understanding and appreciation of Islamic teachings. By paying attention to supporting and

inhibiting factors, the application of this movement method is expected to increase the effectiveness of Islamic teaching at the preschool level and have a positive impact on children's character development.

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