

Implementation of Short Hadith Memorization Learning Through the Hand Movement Method at BA Aisyiyah Ketandan II in the 2023/2024 Academic Year

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contoh yang baik, kemudian kegiatan inti pembelajaran menghafal hadits sesuai tema sekolah masing-masing, menceritakan kisah penuh hikmah tentang akhlaq Rasulullah, membacakan hadits yang akan diajarkan sebelumnya dengan kalimat “Qaala Rasulullahu Salallahu ‘Alaihi Wasallam” atau “Rasulullah Salallahu ‘Alaihi Wasallam bersabda”. Guru membaca hadits pilihan sesuai rencana disertai gerakan tangan yang sesuai. Kegiatan penutup, guru melakukan recalling. Evaluasi pembelajaran dilakukan menggunakan checklist sesuai capaian hafalan hadits berdasarkan capaian hafalan tiap semester.

ABSTRAK

Latar belakang penelitian adalah terdapat keunikan pada pembelajaran menghafal hadits, yaitu menggunakan metode gerakan tangan, dalam prakteknya anak menjadi lebih aktif. Penggunaan metode ini berbeda sehingga perlu diteliti. Tujuan penelitian adalah untuk mengetahui implementasi pembelajaran menghafal hadits pendek melalui gerakan tangan di BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi, analisis data menggunakan kondensasi data, pengumpulan data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi pembelajaran menghafal hadits pendek melalui metode gerakan tangan ada 4 tahap. Tahap pertama pengenalan, guru melakukan ice breaking permainan mengubah suasana. Tahap kedua persiapan, guru menyiapkan RPPH yang telah dibuat, dan pembelajaran menghafal hadits pendek melalui metode gerakan sesuai tema. Tahap ketiga penyajian bahasan pelajaran, guru menyiapkan instrumen pembelajaran dan media yang digunakan. Tahap keempat aplikasi dan evaluasi. Tahap aplikasi ada 3 kegiatan, yaitu pembuka, inti, dan penutup. Pada pembuka, guru mengawali dengan salam, melakukan pengenalan Rasulullah sampai anak memahami bahwa Rasulullah

ABSTRACT

The research background is that there is something unique about learning to memorize hadiths, namely using the hand movement method, in practice children become more active. The use of this hand movement method is different so it needs to be researched. The aim of the research was to determine the implementation of learning to memorize short hadiths through hand movements at BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten. This research uses a qualitative descriptive research method. Data collection techniques use observation, interviews, and documentation, then the data analysis techniques used are data condensation, data collection, data presentation, and drawing conclusions. The research results show that the strategy for learning to memorize short hadiths using the hand movement method has 4 stages. In the first stage of introduction, the teacher carries out an ice breaking game to change the atmosphere. In the second stage of preparation, the teacher prepares the RPPH that has been made, and learns to memorize short hadiths through movement methods according to the theme. In the third stage of presenting the lesson discussion, the teacher prepares the learning instruments and media used. The fourth stage is application and evaluation. There are 3 activities in the application stage, namely opening, core and closing. In the opening, the teacher starts with greetings, introduces the prophet until the children understand that the prophet is a good example, then the core learning activity is memorizing hadiths according to the theme of each school, telling a story full of wisdom about the morality of the prophet, reading the hadith that will be taught previously with the sentence “Qaala Rasulullahu Salallahu ‘Alaihi Wasallam” or “Rasulallah Salallahu ‘Alaihi Wasallam said”. The teacher reads the selected hadith according to the plan accompanied by appropriate.

hand movements. Closing activity, the teacher does recalling. Learning evaluation is carried out using a checklist according to the hadith memorization achievements based on the memorization achievements each semester.

1. INTRODUCTION

Education is an institution for developing human physical and spiritual potential, because education is one of the strategies of conscious guidance and assistance provided by teachers to students in accordance with their physical and spiritual development towards maturity. Through education, humans can be assisted by the scientific studies contained within education that are relevant to their problems, thereby forming the basis for the extreme theory that the progress or decline of a nation is determined by the state of its education system (Oktavia et al., 2023a). According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 paragraph 14 states that early childhood education is an effort to nurture children from birth to six years of age through the provision of educational stimulation aimed at assisting the physical and mental growth and development of children so that they are prepared to enter further education (Flavianus Darman, 2007).

Early childhood education has become a concern for everyone. Various studies have revealed that the development experienced in early childhood greatly influences development in later stages. One effort to shape a child's personality is by providing religious education from an early age, as religious education serves as a foundation in human life (Mukhtar et al., 2023). Religious education must provide values that can be embraced and practiced by young children so that all their actions in life have religious value and do not deviate from religious norms. According to Zakiyah Darajat, by adhering to religious teachings, humans can live their lives in this world well and obtain true happiness, which can be guided by the religious teachings they adhere to. Religious teachings have a function in human life, including providing guidance for facing difficulties and calming the soul (Daradjat, 1995).

According to Karima et al., (2022), Religious education must be balanced with the instillation of morals in children, whereby if the instillation of religion in children is good, then the morals of children will also be good. Therefore, the circumstances of the parents surrounding the child in their daily lives have a major influence on the formation of religion and morals in children (Qurbani et al., 2019). The morals that exist in a child are a reflection of their behavior. If someone has a good character and personality, then good attitudes will also radiate naturally when carrying out activities.

In line with the opinion (Oktavia et al., 2023b), nowadays many children cannot control their anger, use foul language, litter, hold grudges, or maintain good relations with their siblings. Therefore, religious education is necessary in instilling spirituality in children from an early age, namely by teaching hadith in everyday life. From Ibn 'Abbas, it is said that the Prophet Muhammad SAW said, "Love Allah because He has given you a blessing, so love me because of your love for Allah SWT, and love me because of your love for me (Ramadhan, 2022).

Memorizing hadiths is not only done in Islamic boarding schools, but also in educational institutions (Karomah, 2023). Considering that young children are full of potential, have unique characteristics, a high level of curiosity, and a sharp memory, hadiths can be introduced from an early age, starting from reading, memorizing, to practicing them in daily life (Octa Viana et al.). Therefore, teachers need to be innovative and creative in delivering hadith memorization by using hand gestures. Hand gestures are a way of overcoming problems to achieve learning objectives (Kurniawan et al., 2022). A fun learning plan for children influences their interest in learning and their curiosity about the attractiveness of the learning designed by the teacher (Miftah Kusuma Dewi, 2021).

At BA Aisyiyah Ketandan II, short hadith memorization is incorporated into morning or

before-dismissal activities by having teachers invite children to memorize short hadith together, followed by reviewing the short hadith together. Based on observations, the use of this method of memorizing short hadith with movements has resulted in children being very active in participating in hadith memorization activities. Among the hadith memorized together when the researcher conducted observations at the institution were hadith on cleanliness, prohibition of anger, and spreading greetings. Therefore, it can be seen that children show interest and enthusiasm in the activity. According to the researcher, the use of hand movement methods can build effectiveness in carrying out activities that involve movement or something that is done through unique and memorable movements for children.

The use of hand movements in memorizing short hadiths by 4-5 year old children in class A at BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten had a positive impact on the results achieved by the children, where they were able to memorize one hadith in approximately 1 week, whereas with the old method, it took them approximately 1 month to memorize a hadith. In addition to memorization, these hadiths can also be applied in daily life.

2. METHOD

In this study, the researcher used qualitative research with a descriptive type, because in this study it is useful to understand a phenomenon regarding what the research subjects experience in the form of behavior, perceptions, motivations, and actions holistically with a description in the form of words and language, in a natural context by utilizing various scientific methods. The reason the researcher used a descriptive qualitative approach was because of the suitability of the issues discussed with the research activities, which aimed to determine the learning of memorizing short hadiths through movement methods, the development of children's religious and moral values, and the hadith memorization program memorized by children. From the results of this study, the researcher was able to determine how the teaching of hadith memorization through hand movements was implemented at BA Aisyiyah Ketandan II Karangnongko, Ketandan Klaten. This research was conducted from the initial preparation of the thesis proposal from October to April. The research was conducted at BA Aisyiyah Ketandan II Karangnongko, Ketandan, Klaten, with the research subjects being grade A teachers and the research informants being the school principal. The data collection techniques used were observation, interviews, and documentation. To ensure the validity of the data, source and method triangulation were used. The data analysis techniques used were data collection, data condensation, data presentation, and conclusion drawing.

3. RESULTS AND DISCUSSION

Data description is an effort to present data that has been obtained in the field and then explained clearly so that it can be understood by readers. The results of the study obtained regarding the implementation of learning to memorize short hadiths through the hand movement method at BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten are as follows:

a. Learning Planning

The learning plan at BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten is carried out through the stages of creating PROTA, PROMES, RPPM, and RPPH. Every day after school, teachers review the RPPH that has been created for one semester. After reviewing the lesson plans, teachers prepare the tools and materials that will be used for teaching and learning the next day. If there are some tools that students can bring, teachers ask them to bring those tools home after school. For example, during the theme of plants, the children will be asked to stick used bottle caps onto paper provided by the teacher to make flowers, using food coloring and cotton balls the next day ([Documentation January 26, 2024](#)).

b. Implementation of Learning

Based on the results of an interview with the teacher of Class A conducted on Tuesday, February 27, 2024, the teaching of memorizing short hadiths was carried out at the beginning of the activity or at the end of the activity before the closing activity. The use of hand gestures

in memorizing hadith at BA Aisyiyah Ketandan II was implemented because the teachers at BA Aisyiyah Ketandan II attended a seminar and each institution was given a guidebook on memorizing hadith using hand gestures. The implementation of short hadith memorization through the hand gesture method can be done by:

- 1) The learning objective is to memorize short hadiths through hand movement methods
The purpose of learning to memorize short hadiths through hand movements in class A, as explained by the class A teacher, is that learning to memorize short hadiths through hand movements aims to make it easier for children to memorize hadiths through hand movements, to introduce students to the fact that learning to memorize hadiths is done using symbolic hand movements, The purpose of teaching hadith memorization is so that students do not get bored and can easily memorize short hadiths through the hand gesture method ([interview on February 27, 2024](#)).
- 2) Learning material for memorizing hadiths through the hand movement method at BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten Class A
The learning material for memorizing hadiths through hand movements is in line with the hadith memorization achievements of children as listed in their report cards, for the 4-5 year old age category. The learning material for memorizing hadiths through hand movements consists of learning to memorize hadiths about seeking knowledge, hadiths about cleanliness, hadiths about smiling, hadiths about the prohibition of anger, hadiths about intention, hadiths about loving beauty, hadiths about spreading greetings, hadiths about guarding one's tongue, hadiths about eating with one's hands, hadiths about gentleness, hadiths about helping one's brothers, hadiths about the prohibition of criticizing food, hadiths about doing good, and hadiths about compassion. After that, the teacher selects hadiths that are easy for children to memorize.
The hadiths included in the student report book will be memorized together with the teacher during learning activities. The teacher will choose hadiths that are easy for students to memorize using hand movements, whereby the teacher uses the hand movement method based on the book on hand movements for memorizing hadiths by Handayani and Hulaifah. In this book, there are various hadiths accompanied by hand movement methods. Teachers will find it easier to apply the hand gesture method in teaching hadith memorization using the hand gesture method taught by the teacher. Teachers also create mind maps for learning short hadith, so that it is easier for teachers to teach hadith memorization using the hand gesture method. The following is a mind map of the hadith that will be taught to students based on the theme created by the teacher, namely:

Table 1. Mind Map for Learning Hadith Memorization by Theme

Minggu	Bulan	Tema	Pembelajaran Hadits
1	Januari	Cuaca	Kebersihan, larangan marah, menuntut ilmu, sesama muslim bersaudara Kebersihan, larangan marah, menuntut ilmu, sesama muslim bersaudara Kebersihan, larangan marah, menuntut ilmu, sesama muslim bersaudara Kebersihan, larangan marah, menebar salam, sesama muslim bersaudara
2	Februari	Kebun Sekolahku	Kebersihan, larangan marah, sholat tiang agama, menebar salam Kebersihan, larangan marah, menebar salam Kebersihan, kasih sayang, senyum
3	Maret	Alat Transportasi	Menebar salam, kebersihan, senyum, kasih sayang

			Kebersihan, larangan marah, senyum, kasih sayang Kasih sayang, larangan marah, kebersihan, senyum
4	April	Hari Besar Islam	Kasih sayang, menebar salam, senyum, larangan marah Menuntut ilmu, senyum, kebersihan
5	Mei	Tempat Rekreasi	Menebar salam, senyum, kebersihan Menuntut ilmu, menebar salam, senyum
6	Juni	Cita-cita	Senyum, kebersihan, menuntut ilmu Senyum, kebersihan, menuntut ilmu

Based on the table, teachers create mind maps for learning hadith memorization to facilitate teaching according to predetermined themes.

3) Learning Process

The process of learning to memorize short hadiths at BA Aisyiyah Ketandan II through hand movements performed by teachers begins with memorization practice activities, including memorizing prayers, hadiths, and short surahs (interview on January 27, 2024). This was also reinforced by observations conducted on February 27, 2024, where the learning process of memorizing hadiths through hand movements was incorporated into the opening and closing activities, in which the teacher formed groups of students, usually consisting of 3-4 students. The learning process of memorizing hadiths through hand movements was carried out by the teacher with the following steps:

- Teachers and students sit in a circle or stand, and the teacher invites students to memorize hadiths (documentation dated January 10, 2024).



Figure 1. Preparing to learn hadith memorization

- Teachers and students memorize hadiths using hand gestures based on the hadiths that will be memorized together by the teacher (documentation dated March 1, 2024).
- Learning to memorize the hadith about spreading greetings, the steps are as follows:
 - The teacher recites the hadith of spreading greetings, followed by the children.
 - The teacher says the word **أَفْشُوا** meaning spread it with an open palm as if scattering something



Figure 2. Hadith spreading greetings with an open hand gesture

- The teacher says the word **الْحَيْلُ** meaning a greeting with both hands joined together as if one were about to shake hands.



Figure 3. Hadith spreading greetings with hands joined together

- The teacher says the word **بَيْنَ كُمَا** meaning between you with both palms facing upwards and moving outwards



Figure 4. Hadith spreading greetings with both hands open facing upwards

d. Learning to memorize hadiths about compassion

- The teacher recites the hadith of love, and the children follow the teacher.
- The teacher says the word **مَنْ لَيْسَ** while moving his crossed arms, as if giving a warning "no" meaning "who doesn't"



Figure 5. Hadith of compassion with crossed hands

- The teacher says the word **يُحِبُّ** patting the shoulder while crossing both hands, meaning "loving"



Figure 6. Hadith of affection: patting the shoulder

- The teacher says **لَيْسَ**, which means "no," while moving both hands.



Figure 7. Hadith of compassion with hand movements

- The teacher says the word **يُحِبُّ** patting someone on the shoulder, crossing both hands, meaning "loving"



Figure 8. Hadith of affection: patting the shoulder and crossing the arms

e. Learning to memorize hadiths prohibiting anger

- The teacher recites the hadith prohibiting anger, and the children follow suit.
- The teacher says the word لا meaning "no" by moving both hands



Figure 9. Hadith prohibiting anger by waving one's hands

- The teacher says the word غضب meaning "angry" with a hip-shaking movement like someone who is angry



Figure 10. Hadith prohibiting anger and the act of leaning on the waist

- The teacher says the word لك meaning "for you" with both hands open as if giving or offering something, and the teacher says لا للسموات meaning "heaven," with both hands moving upward while open because heaven is a very high place



Figure 11. Hadith Prohibiting Anger with Both Hands Open Like Someone Who Is Giving

f. Learning to memorize the hadith about smiling

- Teachers motivate children to give alms through smiles.
- The teacher recites the hadith about smiling, and the children imitate him.
- The teacher repeats the hadith about smiling with a smiling face, and the children imitate them with smiling expressions.
- The teacher says the word لبسوا while smiling and pointing your index finger at your smiling mouth



Figure 12. Hadith about smiling with hand gestures pointing to a smiling mouth

- The teacher says the words لبسوا while holding the face



Figure 13. Hadith about smiling while holding one's face with one's hands

- The teacher says the word أَخِيكَ أ While opening both hands in front, students follow with the meaning "in front of your brother."



Figure 14. Hadith: Smile And Open Your Hands Forward

- The teacher says the word صَدَقَةٌ with the right hand giving to the left hand, then the right hand opening above the left hand, which means charity



Figure 15. Hadith Smile Hand Movement Giving to the Left Hand, Then the Right Hand Opens Above the Left Hand

- g. Learning to memorize the hadith about paradise being under the soles of mothers' feet
 - Teachers read the hadith about paradise being under the feet of mothers, and children follow suit.
 - Teacher reads the words أَلْ بِكُنُوزِ السَّمَاءِ with both palms pushed upward and open because heaven is high, and open to righteous servants, children follow



Figure 16. Hadith of paradise: hands pushed upward and open

- Teacher reads the words تَحْتِ حَتَّ meaning "below" with the palm of the hand facing down and pushed downward, meaning "below"



Figure 17. Hadith about heaven: the palm of the hand is cupped and pushed downward

- Teacher reads the words **أَقْدَامِ** meaning "sole of the foot" with the index finger pointing towards the foot



Figure 18. Hadith Paradise Movement of the Palm of the Hand Index Finger Towards the Feet

- Teacher reads the words **الْأُمَّهَاتِ** meaning "mother" with both hands in front of the stomach forming a circular motion like the shape of a pregnant woman's stomach



Figure 19. Hadith of Heaven: Moving the hands in front of the stomach to form a circular motion like a pregnant woman's belly.

h. Learning to memorize hadith requires knowledge

- The teacher recites a hadith about seeking knowledge, followed by the children.
- The teacher says the word **طَلُبُوا الْعِلْمَ** meaning seeking knowledge, with the index fingers pointing to both sides of the forehead like someone who is thinking



Figure 20. Hadith Seeking Knowledge Hand Movement Pointing to Both Sides of the Forehead Like Someone Who Is Thinking

- The teacher says the word **فَرِيضَةٌ** meaning "obligatory" with a hammering motion, signifying necessity



Figure 21. Hadith Seeking Knowledge Hand Movement Hammering

- The teacher says the word **لِكُلِّ مُسْلِمٍ** meaning "for every Muslim" with both hands open forward or towards another person, meaning "for every Muslim"



Figure 22. Hadith Seeking Knowledge Gesture of Opening One's Hands Forward or Toward Others

i. Learning to memorize hadiths on cleanliness

Based on observations made on January 6, 2024, teachers conducted lessons on memorizing hadiths about cleanliness. Among the steps in learning to memorize hadiths about cleanliness are:

- The teacher recites the hadith on cleanliness, followed by the children.
- The teacher says the word طُهْرٌ which means "cleanliness" with movements like someone cleaning their right hand above, moving like someone who is cleaning, and the left hand below remains still.



Figure 23. Hadith on Cleanliness: Hand Movements Like Someone Cleaning

- The teacher says the word قِطْرٌ meaning "Part" with the right hand gesture cutting the left hand which means "part"



Figure 24. Hadith on Cleanliness: Hand Movement Like Cutting

- Teacher says the word اٰيْمَانٌ meaning "faith," while holding his chest, because human faith is in the heart



Figure 25. Hadith on Cleanliness Crossing Hands Over the Chest

j. Learning Evaluation

The evaluation of learning to memorize short hadiths through hand movements implemented at BA Aisyiyah Ketandan II Karangnongko is based on the assessment contained in the report card. The following is documentation from March 1, 2024, when the teacher conducted lessons on memorizing hadiths and carried out assessments in the form of a checklist.

NO	INDIKATOR	AP	B	C
1	Mengenal huruf-huruf hijaiyah			
2	Mengenal kata-kata			
3	Mengenal arti kata-kata			
4	Mengenal huruf-huruf hijaiyah			
5	Mengenal kata-kata			
6	Mengenal arti kata-kata			
7	Mengenal huruf-huruf hijaiyah			
8	Mengenal kata-kata			
9	Mengenal arti kata-kata			
10	Mengenal huruf-huruf hijaiyah			
11	Mengenal kata-kata			
12	Mengenal arti kata-kata			
13	Mengenal huruf-huruf hijaiyah			
14	Mengenal kata-kata			
15	Mengenal arti kata-kata			
16	Mengenal huruf-huruf hijaiyah			
17	Mengenal kata-kata			
18	Mengenal arti kata-kata			
19	Mengenal huruf-huruf hijaiyah			
20	Mengenal kata-kata			
21	Mengenal arti kata-kata			
22	Mengenal huruf-huruf hijaiyah			
23	Mengenal kata-kata			
24	Mengenal arti kata-kata			
25	Mengenal huruf-huruf hijaiyah			
26	Mengenal kata-kata			
27	Mengenal arti kata-kata			
28	Mengenal huruf-huruf hijaiyah			
29	Mengenal kata-kata			
30	Mengenal arti kata-kata			

Keterangan:
 AP (Awal/Starting)
 B (Berjalan/Developing)
 C (Canggih/Advanced)

Figure 26. Assessment Checklist

Based on interviews conducted in March 2024 and observations, documentation of checklists completed by teachers regarding student progress in memorizing hadith, the assessment criteria for memorizing hadith using the movement method include:

- 1) AP (Early Development) = Beginning to Develop
The assessment criteria are that the child is still under the guidance and approach of the teacher or parent, the child still needs practice in memorizing hadith, the child needs encouragement in learning to memorize hadith, the child needs to get used to memorizing hadith, and the child is beginning to develop in reciting hadith.
- 2) B (Developing)
The assessment criteria are: children's progress in reciting hadith, children's progress in reciting hadith and using hand gestures, and children's progress in learning to memorize hadith.
- 3) C (Proficient) = Skilled
The assessment criteria are that children are skilled in reciting hadith through movement methods, skilled in learning to memorize hadith, confident in reciting hadith with movements, able to recite hadith with intonation, and able to complete the learning process of memorizing hadith.

From this assessment, teachers can conclude whether learning to memorize short hadiths through hand movements has been maximized or not, and measure children's ability or achievement in memorizing short hadiths through hand movements. In addition, by observing children's achievements through these assessments, it becomes easier for teachers to measure the success of students in applying the learning strategies used during teaching.

4. CONCLUSION

Based on research conducted on the implementation of short hadith memorization learning through the hand movement method in class A at BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten in the 2023/2024 academic year, it can be concluded that BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten has characteristics of short hadith memorization learning through the hand movement method. This can be done in every teaching and learning activity, carried out at the beginning or end of the lesson. In every lesson of memorizing short hadiths through the hand movement method, at that time the students will learn to memorize short hadiths through the hand movement method that the teacher has demonstrated to the children, so that the students will memorize the hadith and understand how to move their hands based on the short hadith using the hand movement method. The steps taken by teachers in teaching short hadith memorization through the hand movement method at BA Aisyiyah Ketandan II Karangnongko Ketandan Klaten are through lesson planning that is made into a daily lesson plan before each lesson, using two strategies, namely the teacher

Implementation of Short Hadith Memorization Learning Through the Hand Movement Method at BA Aisyiyah Ketandan II in the 2023/2024 Academic Year

invites students to sit in a circle or stand in a circle, then the teacher invites students to memorize the short hadith accompanied by the hand movement method, where each part of the hadith is performed with a different hand movement, depending on the meaning of the part of the hadith being memorized.

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