

Analysis of The Application of The Talaqqi Method in Improving Short Hadith Memorization in Early Childhood

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ABSTRACT

Objective: This research aims to analyze the effectiveness of applying the Talaqqi method in improving hadith memorization in early childhood and determine the supporting and inhibiting factors in its application. **Method:** The Talaqqi method is a method that can be used to memorize hadith by imitating the teacher's reading. **Results:** This research shows that the application of the Talaqqi method is effective in improving the ability to memorize hadiths in young children. The results of this research show that the Talaqqi method has advantages such as improving the quality of memorization and making it easier for children to memorize hadiths. **Novelty:** However, in this research, it was also found that teachers faced difficulties in implementing the Talaqqi method, namely the lack of parental attention to providing reinforcement of hadiths that had been memorized at school.

INTRODUCTION

Early childhood is a *golden age* in a child's development, a period of rapid growth that will not be repeated in later stages of development. To maximize a child's potential, they need balanced nutrition, health care, affection, and educational support tailored to their stage of development and abilities. Educational stimulation can be provided to children even while they are still in the womb. The stimulation provided must be gradual, repetitive, consistent, and comprehensive in order to maximize the benefits for the child[1]. Early childhood education is very important as it will form the basis for developing aspects of a child's development to face the future. Education must be able to provide stimulation that enables comprehensive child development, covering cognitive, affective, and psychomotor aspects.

Cognitive abilities refer to mental activities related to perception, thought, memory, and information processing that enable individuals to acquire knowledge, solve problems, and plan for the future. According to Robert Gagne, learning is the process of acquiring, processing, storing, and recalling information controlled by the brain. In children's cognitive development, one important aspect is memory, which is a core element of cognitive development. With good memory, individuals can store information over time. Because the memory of young children is still very pure, they need to be given stimuli and knowledge that can improve their memory[2].

Memorization for young children has many benefits, as stated by renowned psychologist Rezki Yuniandri. Memorization has positive benefits for children, including sharpening their memory, training their concentration, building their self-confidence, and training their language skills[1].

Hadith as a source of Islamic teachings is second only to the Qur'an in order of priority. The term Hadith refers to everything associated with the Prophet Muhammad SAW, including his words, deeds, or approvals. Hadith science is one of the disciplines that studies Hadith, narrators, sanad, and asbabul wurud, which help to better understand Hadith. The birth of Hadith is directly related to the Prophet Muhammad SAW, as the source of Hadith, who guided his followers for about 23 years. During this period, revelations (the Qur'an) were received, and Hadith also emerged. Hadith emerged as a result of the interaction between the Prophet and his companions and other members of the community, where the Prophet acted as a mubayyin (explainer) of the verses of the Qur'an. The main purpose was to convey the message and provide solutions to various life issues faced by the community. In this process, the companions understood and memorized what they received from the Prophet SAW[3].

The Prophet Muhammad said in a hadith narrated by his companion Zaid bin Tsabit about the virtue of studying, understanding, and conveying guidance through his hadiths as follows.

عن زيد بن ثابت قال: سمعت رسول الله يقول: ((نَضَّرَ اللهُ امْرَءًا سَمِعَ مِمَّا حَدَّثْتُهُ فَحَفِظَهُ - وَبِى لَفْظٍ: فَوَعَاها وَحَفِظَهَا - حَتَّى يُبَلِّغَهُ، فَرُبَّ حَامِلٍ فِقْهٍ إِلَى مَنْ هُوَ أَفْقَهُ مِنْهُ، وَرُبَّ حَامِلٍ فِقْهٍ كَيْسَ بِفَقِيهِه))

From Zaid bin Thabit, who said: I heard the Messenger of Allah say: "May Allah bless the one who hears a hadith from us and memorizes it—and in another version: understands it and memorizes it—until he conveys it. For perhaps the bearer of knowledge will convey it to someone more knowledgeable than himself, and perhaps the bearer of knowledge is not knowledgeable himself."

From Zaid bin Tsabit, he said: I heard the Messenger of Allah (peace be upon him) say: "May Allah enlighten (beautify the appearance of) those who hear hadith from me, then memorizes it—in another narration: then understands and memorizes it, then conveys it (to others). Sometimes the one who carries knowledge conveys it to someone who is more knowledgeable than him, and sometimes the one who carries knowledge does not understand it" (A sahih and mutawattir hadith).

Memorizing hadiths is one of the learning activities at KB RA Masjid Al Akbar. The hadiths memorized are appropriate for each grade level. At the Raudhatul Athfal level for ages 4-5, children memorize 5 selected hadiths, including hadiths on the prohibition of anger, cleanliness, smiling, being devoted to one's mother, and table manners.

One method that can be used to memorize hadith is the *talaqqi* method. The *Talaqqi* method is a way of conveying the reading of hadith with *musyafahah* (the child sees the teacher's lip movements accurately), which is to sit face-to-face with the student in a calm and comfortable position, then the teacher guides the child to repeat the verse by reading it to the child several times until the child can imitate what the teacher says. This study aims to determine the effectiveness of applying the Talaqqi method in improving the ability to memorize short hadiths in early childhood at KB RA Masjid Al Akbar Surabaya.

RESEARCH METHOD

Type and Approach of Research

Based on the objectives to be achieved by the researcher, this study uses a qualitative method with a descriptive approach. The researcher went directly to the field to observe how the application of the Talaqqi method improved short hadith memorization at KB - RA Masjid Al Akbar Surabaya. The purpose of this method is to clearly present and describe the conditions to be observed in the field in a more specific, transparent, and in-depth manner. According to Sugiyono, the qualitative research method is a research method used to study objects in natural conditions, with the researcher as the key instrument. Data collection analysis is carried out through triangulation (combined), the data analysis is inductive, and the research results emphasize meaning rather than generalization [5].

Research Subjects

The location of this research is KB RA Masjid Al Akbar Surabaya. The research subjects are the principal, the Ustadzah in class A2 consisting of: the class teacher and the assistant teacher who teach in class A2 RA Masjid Al Akbar Surabaya, and the students in class A2 in the group of children aged 4-5 years who study in class A2 RA Masjid Al Akbar Surabaya.

Data Collection Techniques

Observation, interviews, and documentation techniques were used as data collection techniques. Observation activities include systematically recording events, behaviors, objects observed, and other things that support the research on hadith memorization using the Talaqqi Method. The interview technique is a data collection technique that uses an interview instrument as an aid. The purpose of research documentation is to unify information from archives and records containing information related to the research, both within and outside the location [6], [7], [8], [9], [10]. The research materials come from the principal, teachers who teach Qur'an recitation with the Talaqqi Method, and students.

Data Analysis

The collected data was then analyzed using the Miles and Huberman model, which includes data collection, presentation, data reduction, and conclusion drawing.

Data collection is an important step in the research process to obtain accurate data in order to provide answers to the formulated problems. Data reduction is the first step in data analysis. Its purpose is to simplify the understanding of the collected information. Data reduction means making summaries, selecting key points, focusing on important issues, and identifying themes and patterns. The purpose of this data reduction is to ensure that the answers to the interview questions can be understood and easily read. The researcher ensures that all documents needed for the study can be collected perfectly. Data presentation after data reduction is the re-examination of the set of information that has been organized and classified so that its presentation as a structured set of information allows conclusions and actions to be taken. Conclusions are drawn based on the analysis of the information collected during the interviews, which contain a

description of the application of the Talaqqi method in memorizing Hadith at KB RA Masjid Al Akbar Surabaya..

RESULTS AND DISCUSSION

The results of the field research are data and information collected from interviews, observations, and documentation that have been processed. The purpose of data processing is to determine an overview of the application of the Talaqqi method in improving the memorization of short hadiths in early childhood at KB-RA Masjid Al Akbar Surabaya. The data obtained from the field are qualitative, therefore for data processing, the researcher used qualitative data analysis with a phenomenological approach, namely analysis by observing changes in symptoms and changes in phenomena in hadith learning with the implementation of the Talaqqi method.

The planning stage of memorizing short hadiths with the Talaqqi method begins with an agreement between the principal and all teachers at KB-RA Masjid Al Akbar Surabaya. Until the implementation of the habituation of memorizing short hadiths which has been a special characteristic of KB-RA Masjid Al Akbar since this institution was established in 2013. Hadith learning is very necessary because hadith is the guidance of the Prophet Muhammad SAW which contains many values starting from personality as a Muslim to manners and behavior as a living being. Therefore, hadith learning must be taught to children from an early age so that good morals according to the guidance of Prophet Muhammad SAW will be instilled in the child's soul.

In studying or memorizing hadith, an effective method is needed to be applied in an institution that suits the characteristics of the group within that institution. A method is a way or approach used in the learning process to achieve predetermined goals. This method may include strategies, techniques, or models used by teachers to teach students [11]. The method used to memorize short hadiths at KB-RA Masjid Al Akbar Surabaya is the Talaqqi method. Talaqqi in Arabic comes from the word *talaqqa-yatalaqqqa*, which means to meet, face, and take or receive. The Talaqqi method is a method taught by the angel Jibril to Rasulullah SAW; Talaqqi is a method of teaching the Qur'an directly. Thus, Qur'an teaching can be passed down from generation to generation, from a teacher teaching orally to his students, and eventually the *sanad* (chain of teachers) will clearly connect back to Rasulullah SAW [12]. However, in its application, the Talaqqi method is not only used for memorizing the Qur'an but can also be used for memorizing hadith.

According to Al-Makhtum and Iryadi in a study written by Asdi Wirman et al., the steps of the Talaqqi method are as follows: a. The teacher reads the verse to be memorized by the child, b. The child listens and pays attention to what is read by the educator, c. The child imitates by rereading the verse as demonstrated by the educator. The implementation of the Talaqqi method is carried out through a 5M strategy used in teaching Hadith which includes five steps: Reading, Listening, Imitating, Memorizing, and Moving. The first step, the teacher reads the Hadith repeatedly sentence by sentence to make it easier for children to follow. The second step, the teacher asks the children to listen to the reading of the Hadith. The third step, the children imitate the Hadith recited

by the teacher. The fourth step, the children memorize the Hadith repeatedly to make memorization easier. The fifth step, the teacher gives examples of movements for each Hadith repeatedly so that the children can follow the movements [13].

Based on the observations, the memorization of short hadiths is carried out before the students receive the morning lesson material, which is from 07.30 WIB to 08.30 WIB. It begins with ice breaking to condition the students and prepare them to receive the lesson, followed by a prayer before studying, then attendance to find out how many students are absent that day. If there is a new hadith that week, the *ustadzah* will read the hadith and its meaning, which will be memorized by breaking it down word for word, then the children listen to what the *ustadzah* reads, and afterwards the children will be asked to reread the hadith that has been recited. The Talaqqi method used at KB-RA Masjid Al Akbar is slightly different from the common Talaqqi method, in which students are not required to recite their memorization to the *ustadzah*, but the hadith that has been delivered by the *ustadzah* will be read every day. This is done so that the children do not feel burdened in memorizing hadiths, but by doing *murajaah* every day, the students will gradually memorize the hadith that is read. This aligns with the principles of early childhood learning, namely that children should not feel burdened in achieving their developmental tasks [14].

The memorization of hadiths at KB-RA Masjid Al Akbar is one of the habituation programs carried out before the students receive lesson material. Based on the observations conducted, the *ustadzah* will mention the theme of the hadith and the students will read it together with their classmates. The following are 5 short hadiths that have been memorized by the children at KB-RA Masjid Al Akbar Surabaya:

Hadith on Smiling:

From Abu Dzar radhiyallahu ‘anhu, he said, Rasulullah shallallahu ‘alaihi wa sallam said,

تَبَسُّمُكَ فِي وَجْهِ أَخِيكَ لَكَ صَدَقَةٌ

Translation: “Your smile in front of your friend is charity.”

Hadith on devotion to the mother:

From Anas bin Malik, he said, “Rasulullah SAW. said,

الْجَنَّةُ تَحْتَ أَقْدَامِ الْأُمَّهَاتِ

Translation: “Paradise lies beneath the feet of mothers.”

Hadith on the prohibition of anger:

From Abu Darda, he said, Rasulullah said,

لَا تَغْضَبْ. وَ لَكَ الْجَنَّةُ

Translation: “Do not be angry; for you is Paradise.”

Hadith on cleanliness:

From Abu Malik Al Harits bin 'Ashim Al Asy'ari radhiyallahu 'anhu, he said, Rasulullah shallallahu 'alaihi wa sallam said,

الطُّهُورُ شَطْرُ الْإِيمَانِ

Translation: "Purity is half of faith."

Hadith on manners of eating and drinking:

From Abu Hurairah -radhiyallāhu 'anhu- he said, Rasulullah -ṣallallāhu 'alaihi wa sallam- said

لَا يَشْرَبَنَّ أَحَدٌ مِنْكُمْ قَائِمًا

Translation: "Do not eat and drink while standing."

Teaching hadith to children is the same as instilling the positive values contained within them. For example, in the hadith about smiling, children can learn that smiling at a friend or another person is already a form of charity that can be done by anyone, even by someone poor. Likewise, the hadith on devotion to the mother teaches children to obey their mother's commands, respect her, and not hurt her because Paradise lies under the feet of the mother, which implies that Paradise can be obtained if we gain our mother's approval. In the hadith on the prohibition of anger, children are also taught to manage their emotions, which is a skill that must be developed in children to form good self-regulation in early childhood. Personal cleanliness is important for children to understand, just as the meaning contained in the hadith on cleanliness, which states that purity or cleanliness is part of faith. And lastly, the hadith about manners of eating and drinking teaches children not only about good moral behavior but also efforts to maintain bodily health, avoid various diseases, and optimize digestive function.

The implementation of memorizing short hadiths using the Talaqqi method has several factors that support the success of children in memorizing short hadiths. One of the main factors is the guiding teacher who has qualifications and competence in the field. During the memorization process using the Talaqqi method, the teacher can guide and understand the abilities and shortcomings of each child in memorizing hadiths, thus enabling more effective guidance. The *ustadzah* in the class is very patient and meticulous in helping children memorize hadiths. Some hadiths are also taught with songs and movements, making them easier for children to remember. The Talaqqi method has advantages such as improving memorization quality and making it easier for children to memorize hadiths. This is also supported by good cooperation between parents and the classroom *ustadzah* through good communication, so that parents know the child's achievements at school and can provide appropriate stimulation at home.

In addition to supporting factors, there are also inhibiting factors in the application of the Talaqqi method. One of them is the lack of awareness of some parents in supporting the learning already implemented at the institution. Some parents feel it is sufficient and no longer need to provide stimulation when the child is at home; some even tend to be indifferent to the child's achievements, resulting in a lack of motivation to learn [15]. To

address this issue, the school will communicate with parents regarding the child's development and provide guidance so that parents give more attention according to the child's developmental stage.

CONCLUSION

Fundamental Finding : Since its establishment in 2013, KB-RA Masjid Al Akbar Surabaya has implemented the Talaqqi method to improve the memorization of short hadiths among early childhood students. The implementation of this program has been successfully carried out due to the collaboration between the institution, classroom teachers, and parents. The 5M strategy or approach used in the memorization process includes reading, listening, imitating, memorizing, and moving. In its implementation, parents play an important role as supporting factors by providing stimulation that corresponds to the child's developmental stage. **Implication :** However, parents can also act as inhibiting factors in the implementation of short hadith memorization. The lack of parental attention to their children's developmental achievements at school may hinder the child's ability to memorize hadiths. Therefore, parents are expected to pay greater attention to their children and provide appropriate stimulation according to their developmental stage. By doing so, children can more easily memorize hadiths and enhance their ability to recall them. **Limitation :** This study focuses specifically on the experience and implementation of the Talaqqi method at KB-RA Masjid Al Akbar Surabaya. The findings are therefore limited to one institutional context and may not represent the diverse conditions and parental engagement patterns in other early childhood education settings. **Future Research :** The results of this study are expected to serve as a reference or study material related to the use of the Talaqqi method in improving short hadith memorization among early childhood learners. Future researchers are advised to conduct further studies in other regions to compare the effectiveness of the Talaqqi method in enhancing short hadith memorization among young children across different areas.

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