# ECHOING IN MEMORY: MUSICALIZATION AS AN EFFECTIVE STRATEGY FOR ENJOYABLE HADITH MEMORIZING

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## Abstract

*Memorizing hadith is often considered a difficult and boring activity by most students, especially those unfamiliar with traditional approaches that are generally monotonous and repetitive. This study offers an innovative solution to increase the effectiveness and interest of students in memorizing hadith. The main focus of the study is to design a musicalization strategy as a tool for enjoyable hadith memorization. The purpose of this study was to explore the use of musicalization as an innovative strategy in the process of memorizing hadith. This study used a qualitative approach with literature review methods, as well as analysis of educational theory and music psychology. The results showed that the use of musicalization as a strategy in memorizing hadith has a significant positive impact on improving memory and enhancing the learning atmosphere. Musicalization, which combines elements of melody, rhythm, and lyrics, stimulates the right and left brain simultaneously, creating optimal cognitive synergy. The repetitive melodic and rhythmic patterns help students recall hadith texts more easily, while the emotional associations created through music strengthen long-term information retention.*
*Keywords: Effective, Hadith, Memory, Innovative, Musicalization.*

## Abstrak

*Menghafal hadis sering kali dianggap sebagai aktivitas yang sulit dan membosankan oleh sebagian besar pelajar, terutama bagi mereka yang tidak terbiasa dengan pendekatan tradisional yang umumnya bersifat monoton dan berulang. Penelitian ini menawarkan solusi inovatif dalam meningkatkan efektivitas dan ketertarikan pelajar dalam menghafal hadis. Fokus utama penelitian adalah merancang strategi musikalisasi sebagai alat bantu untuk menghafal hadis secara menyenangkan. Tujuan penelitian ini adalah untuk mengeksplorasi penggunaan musikalisasi sebagai strategi inovatif dalam proses menghafal hadis. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur, serta analisis teori pendidikan dan psikologi musik. Hasil penelitian menunjukkan bahwa penggunaan musikalisasi sebagai strategi dalam menghafal hadis memberikan dampak positif yang signifikan terhadap peningkatan daya ingat dan memperbaiki suasana belajar. Musikalisasi, yang menggabungkan elemen melodi, ritme, dan lirik, merangsang kerja otak kanan dan kiri secara bersamaan, sehingga menciptakan sinergi kognitif yang optimal. Pola melodi dan ritme yang repetitif membantu pelajar mengingat teks hadis dengan lebih mudah, sementara asosiasi emosional yang tercipta melalui musik memperkuat retensi informasi jangka panjang.*
*Kata Kunci: Efektif, Hadis, Ingatan, Inovatif, Musikalisasi.*

## INTRODUCTION

Hadith is the second source of law after the Qur'an, and has an important role as an explanation and guide for Muslims.[1] In Islamic education, memorizing hadith is one way to make it easier for someone to instill the legal basis for doing good to others and instilling a sense of trust in Islamic teachings.[2] Apart from that, Rasulullah Saw. Very happy with someone who likes to memorize and look up hadiths, as evidenced when Abu Hurairah was praised by the Prophet for memorizing and understanding the meaning of the hadith itself.[3] Therefore, memorizing hadith has become an attraction for today's students to continue trying to memorize and understand the meaning of hadith, so that they can apply these teachings in their daily lives.

Memorizing hadith is an important activity that deepens our understanding of the Prophet Muhammad's guidance. However, we often encounter modern students who struggle to memorize and understand hadith texts. This is because conventional memorization methods feel monotonous and uninspiring. As a result, boredom sets in, which slowly erodes motivation and challenges further complicate the memorization process. As educators, we have a crucial responsibility to recognize and meet these evolving needs through innovative design and development.[4] Design and development should focus on creating a learning environment that encourages innovation, creativity, and real-world application.[5] This further emphasizes the importance of balancing innovative approaches with traditional methods to prepare students for the complexities of the modern world.[6] The author agrees with this statement. In the context of modern education, various innovative approaches have been developed to facilitate student memorization. One approach that has attracted attention is musicalization.

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[1] Amanda Rizkia Annur et al., "Hadis Sebagai Ajaran dan Sumber Hukum Islam," *Jurnal Religion: Jurnal Agama, Sosial, dan Budaya* Vol.1 No.2 (2023): 554, https://doi.org/10.55606/religion.v1i2.114.

[2] Muhammad Ibadurrahman et al., "Implementasi Metode Menghafal Hadis dalam Mata Pelajaran Qur'an Hadis Terhadap Kualitas Belajar Siswa Kelas VIII SMP Islam Plus Tahfidz Ibnu Umar Pamulang Tangerang Selatan Tahun Ajaran 2022," *Cendekia Muda Islam: Jurnal Ilmiah* Vol. 4, No. (2024): 111.

[3] Diana Novitasari, "Improving the Ability to Memorize Hadiths About Piety in the Al-Qur'an Hadith Subject Through the Talaqqi Method in Class IV-B Students of MI Islamiyah Sumberwudi Karanggeneng Lamongan," Thesis of the Iftidaiyah Madrasah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, 2020, p. 18.

[4] R. El Haddad and T. Charles, Does Digitalised Reading Enhance Comprehension While Reading for Pleasure? (Creative Education, 2024), p. 367-382. https://doi.org/10.4236/ce.2024.153022

[5] W. Elsawah and T. Charles, Investigating Emirati Students' Practices of Learning Block-Based Programming in an Online Learning Context: Evidence from a UAE National Program. In BUiD Doctoral Research Conference 2022, (Multidisciplinary Studies, Springer Nature Switzerland, 2023), pp. 131-142.

[6] I. Ayas and T. Charles, Tech-Integrated Curriculum Development. (Open Access Library Journal, 11: e11714, 2024) https://doi.org/10.4236/oalib.1111714

Musicalization is the process of integrating musical elements into learning by singing them, giving them rhythm, or accompanying them with appropriate music.[7] Music has long been known to have a powerful influence on memory and information retention. Numerous studies have shown that melody, rhythm, and beat can help the brain process and retain information more effectively. Music creates patterns and structures that can facilitate memorization, reduce boredom, and increase learning motivation.[8]

Many previous researchers have pursued a similar theme to the author's research, namely examining various strategies for memorizing hadith. However, the methods used were different. The journal entitled "Analysis of the Movement Method in Memorizing Hadith at RA Al-Qur'an Kota Sabang" is a study conducted by Ayu Julaika and Dewi Fitriani. From this study, it was found that the movement method at RA Al-Qur'an goes through four main stages: paying attention, memorizing, producing, and motivating. In one semester, this method was effectively used 78 times. The results showed that this method was not only able to improve children's memory but also created a more interactive and enjoyable learning atmosphere. Children who participated in learning with this method showed significant progress in their ability to understand and memorize hadith compared to traditional learning approaches.[9]

In addition, a journal entitled "Application of the Movement Method in Memorizing Hadith in Children Aged 4-6 Years at RA Darul Ulum Munir North Lampung" is a study conducted by Zahroul Chasanah and Dwi Bhakti Indri. From this study, there are three main conclusions. First, the application of the movement method in memorizing hadith in children aged 4-6 years is effective in improving their comprehension and retention of hadith. Physical involvement in the learning process provides an interesting experience and strengthens memory. Second, appropriate preparation of hadith is crucial for the success of this method. Selecting hadith that are appropriate for the children's age and understanding level ensures that they can follow well and understand the meaning of the hadith they memorize. Third, regular evaluation helps in tracking children's progress and provides necessary feedback. By paying attention to strengths and weaknesses in memorizing hadith, teachers can adjust teaching methods and provide additional support needed for optimal development of children. This research makes an important contribution to the development of effective learning methods for memorizing hadith in early childhood. The movement method can be considered as an interesting alternative in facing the

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[7] Mensiani et al., "Pembelajaran Musikalisasi Puisi Dengan Menggunakan Metode Drill Pada Kegiatan Ekstrakurikuler Sastra," *Journal On Teacher Education* Vol. 4, No. 2 (2022), https://doi.org/10.31004/jote.v4i2.8330.

[8] Ellen Prima, "Pengaruh Ritme Otak dan Musik dalam Proses Belajar," *Komunika: Jurnal Dakwah dan Komunikasi* 12, no. 1 (2018): 43–57, https://doi.org/10.24090/komunika.v12i1.1351.

[9] Ayu Julaika and Dewi Fitriani, "Analisis Metode Gerakan Dalam Menghafal Hadits Di RA Al-Qur'an Kota Sabang," *Jurnal Care (Children Advisory Research and Education): Jurnal Ilmiah Pendidikan Anak Usia Dini* Vol. 12, No. 1 (2024): 151, https://doi.org/10.25273/jcare.v12i1.20154.

challenge of memorizing hadith in children aged 4-6 years, with a focus on physical involvement and intensive repetition.[10]

Unlike previous studies that focused on movement methods for memorizing hadith, this study offers an innovative approach through the musicalization of hadith. Musicalization of hadith is a memorization method that combines hadith verses with rhythm and tone, creating a more enjoyable and effective learning experience. This method is considered superior to movement methods, such as verbal or visual repetition, because it involves a musical dimension that stimulates long-term memory. Research in neuroscience shows that auditory memories associated with melodies are more easily remembered and processed by the human brain. The melodies used in this method not only help stimulate long-term memory but also provide a dynamic and varied learning environment, thereby reducing the boredom often experienced in conventional learning processes. Furthermore, this approach is in line with current developments, offering a creative and relevant learning method for the younger generation without neglecting Islamic values. The flexibility of this method also allows for its application in various educational institutions, both formal and informal, making it a potential innovation for integration into religious teaching curricula. Therefore, musicalization of hadith not only provides an effective solution in memorization, but also contributes to creating a more interesting, enjoyable, and relevant learning paradigm in the modern era.

## RESEARCH METHODS

This research employed a qualitative method with a literature review approach. Data sources included books, journal articles, and previous research relevant to the topic of musicalization and hadith learning. The goal was to provide a deeper understanding of how musicalization can be implemented as an effective strategy for memorizing hadith in a fun way. This approach allowed researchers to explore the meaning behind this educational practice and make a significant contribution to the development of teaching methods in the field of religious education.

This research is a descriptive analysis type, namely a research method that focuses its analysis on the process of drawing conclusions, both deductively and inductively.[11] This descriptive research is conducted through several stages, starting with data collection and grouping, and then analyzing or processing the data. Finally, it concludes with drawing conclusions and compiling a report. Its primary goal is to provide an objective picture of a

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[10] Zahroul Chasanah and Dwi Bhakti Indri, "Penerapan Metode Gerakan Dalam Menghafal Hadits Pada Anak Usia 4-6 Tahun Di RA Darul Ulum Munir Lampung Utara," *JICN: Jurnal Intelek Dan Cendikiawan Nusantara* Vol : 1 No: 4 (2024).

[11] Sugiyono, Metode Penelitian Pendidikan: Kuantitatif, Kualitatif, dan R&D, (*Bandung: Alfabeta*, 2014), hlm. 1-2.

specific condition in the form of a clear and detailed description.[12] This descriptive analysis study aims to explain the concept, application, and impact of the musicalization strategy in teaching hadith memorization. Through a descriptive analysis of existing literature, the researchers successfully illustrated how this approach not only improves memory but also creates a more positive and engaging learning experience for students. Thus, musicalization of hadith can be a useful alternative in efforts to improve the quality of Islamic education, particularly in hadith memorization.

**RESULTS AND DISCUSSION**

**Understanding Musicalization**

Musicalization comes from the root word 'music', with the prefix 'alisasi' indicating a process or action. Etymologically, musicalization is the process of turning something into music, such as converting a hadith text into a song. Music means creating a composition of sounds related to the arrangement of tones, combinations, and temporal relationships that have unity and continuity. Aaron Copland, a prominent American composer, defined music as sound consisting of four basic elements: melody, rhythm, tone color, and harmony.[13] Music is a natural, inseparable part of everyday life. From the rhythmic sounds of nature to melodies that accompany important moments, music is always present, providing comfort and connection.

This deep-rooted presence of music extends into the school environment, where music becomes more than just an academic subject. It serves as an innovative method for improving the quality of Islamic education, particularly in memorizing hadith. Music helps students explore their creativity, develop cognitive abilities, and foster social bonds.[14] The songs educators teach students have the potential to develop not only their knowledge but also their interest in learning in a fun way. Educators consistently report that songs and music are useful pedagogical tools and highlight their effectiveness in the classroom.[15] Educators believe that music helps students become more engaged with the subject matter and remember more.[16] From the students' point of

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[12] Hamid Darmadi, Metode Penelitian Pendidikan Dan Sosial Teori Konsep Dasar Dan Implementasi, (*Bandung: Alfabeta*, 2014), hlm. 184.

[13] Julianus Hutabarat, *Musculoskeletal Discomfort Dan Mental Work Load* (Aldira Publishing, 2020), 51.

[14] Syahrul Syah Sinaga et al., "Can Music Harmonize with Islam? A Study of Teachers' Views on Music Education," *International Journal of Religion* 5, no. 11 (2024): 7024–33, https://doi.org/10.61707/kypp1304.

[15] Palmer, T.-A., & Booth, E. The effectiveness of songs and music as pedagogical tools in elementary school science lessons: A systematic literature review. International Journal of Education & the Arts, 2024, 25(7). http://doi.org/10.26209/ijea25n7

[16] Ben-Horin, O., Chappell, KA, Halstead, J., & Espeland, M. Designing creative interdisciplinary science and art interventions in schools: The case of Write a Science Opera (WASO). Cogent Education, 2017, 4(1).

view, they also agree that music helps them remember the lesson material, especially memorizing hadiths, better and in a more enjoyable way.[17]

Psychologically, the essence of education is to optimize all human potential. All of this potential is centered in the brain.[18] Therefore, education should ideally be integrated with brain science, namely neuroscience.[19] The human brain functions simultaneously at multiple levels of consciousness and processes things like colors, emotions, sounds, shapes, movements, smells, tastes, and feelings simultaneously.[20] Many educators don't realize that overly linear, structured, and predictable teaching approaches often hinder the brain's ability to learn. As a result, the learning process becomes boring or even frustrating for students, ultimately trapping them in a cycle of stagnant learning.[21] Thus, there is a close correlation between the learning process and how the brain works. The broader and deeper an educator's understanding of how the brain works, the easier it is for them to develop the full potential of students.[22]

Neuroanatomy divides the human brain structure based on hemispheres and position. One of the most well-known divisions is based on the right and left hemispheres. Colin Rose and Malcolm J. Nicholl argue that the left brain plays a role in academic learning, such as language and mathematics, as well as logical, organized, and analytical thinking. Meanwhile, the right brain is more associated with creative activities, such as rhyme, rhythm, music, visualization, color, and imagery.[23] The right brain is also related to emotions, so it is associated with EQ (Emotional Quotient).[24] According to Goleman, the potential of the right brain includes self-awareness, self-regulation, motivation, empathy, and social skills.[25]

According to Sousa, neurologically, the music we hear is processed through the cochlea, where each note is received by different cells, resulting in diverse responses. The left hemisphere of the brain is generally more dominant in responding to music, but understanding intonation, melody, timbre, and harmony is more processed by the right hemisphere. This received information is then transmitted to the frontal lobe to be integrated with emotions, thoughts, and

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[17]Fones, SW Engaging science. Science Scope, 2000, 23(6), 32–36. http://tinyurl.com/547baarn

[18]Daniel H Pink, A Whole New Mind, Newyork: Riverhead Books, 2006, 26.

[19] Suyadi, Teori Pembelajaran Anak Usia Dini "Dalam Kajian Neurosains", *Bandung: PT Remaja Rosdakarya*, 2014, 7.

[20] Muhammad Yusuf, "Desain Pengembangan Kurikulum Bahasa Arab: Pendekatan Otak Kanan," *EL-TSAQAFAH: Jurnal Jurusan PBA,* Vol. 18, No. 2 (2019): 152.

[21]Eric Jensen, Brain-Based Learning "The New Science of Teaching & Training" (California: Corwin Press, 2007). Translated by Narulita Yusron, Brain-Based Learning "A New Way of Teaching and Training" (Yogyakarta: Pustaka Pelajar, 2008), 21

[22] Suyadi, "Teori Pembelajaran Anak Usia Dini".

[23]Colin Rose and Malcom J Nicholl, Accelerated Learning For The 21st Century, London: Judy Piatkus, 1997, 54-55.

[24] Suyadi, "Teori Pembelajaran Anak Usia Dini".

[25] Daniel Goleman, Kecerdasan Emosional, *Jakarta: Gramedia Pustaka Utama*, 1996, 58-59.

past experiences. This process, over time, causes the auditory cortex to adapt, so that more brain cells become sensitive to various sounds, especially music.[26]

Music plays a vital role in primary education, serving as a dynamic tool that significantly contributes to students' cognitive, emotional, and social development.[27] In the early stages of education, when basic skills and personal identity are beginning to form, music offers a unique way for students to engage deeply in the learning process. Howard Gardner's theory of multiple intelligences emphasizes the importance of musical intelligence as an essential aspect of human intelligence.[28] Armstrong argues that by developing this intelligence in educational settings, schools can improve learning outcomes across a wide range of subjects.[29] This is due to music's ability to utilize various cognitive processes, making it an effective medium for strengthening memory, increasing concentration, and fostering students' creativity.

Beyond its cognitive benefits, music also plays a vital role in students' emotional development. Music provides a safe space for expression, allowing students to channel and articulate their feelings constructively, ultimately supporting their overall well-being. This emotional engagement with music can foster a positive attitude toward learning and increase their motivation to actively participate in school activities. Furthermore, music education is also an effective tool for social development. Music education encourages collaboration and teamwork, as students often participate in group performances or joint music projects. These activities strengthen a sense of community within the classroom and teach important social skills such as communication, empathy, and cooperation.[30] Essentially, incorporating music into elementary education is not just about teaching an appreciation for art, but also about utilizing music as a versatile tool that enriches students' intellectual, emotional, and social lives. Through engagement with music, students not only learn about pitch and rhythm, but also develop skills and sensitivity that will serve them throughout their lives.

This research supports the idea that music, when properly integrated into the curriculum, can serve as an effective educational tool, fostering creativity, strengthening memory, and enhancing students' emotional well-being. Integrating music into the curriculum thoughtfully and while prioritizing Islamic values, can result in a holistic education for students. For educators, this means that utilizing music in daily learning activities can be a powerful pedagogical approach.

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[26] Sousa, David A, Bagaimana Otak Belajar, *Jakarta: PT. Indeks*, 2012, 260.

[27] Palmer, T.-A., & Booth, E. The effectiveness of songs and music as pedagogical tools in elementary school science lessons: A systematic literature review.

[28] Sinaga et al., "Can Music Harmonize with Islam?," 7026.

[29] Armstrong, T. Multiple intelligences in the classroom (2nd ed.), Association for Supervision and Curriculum Development (ASCD), 2004, 7026.

[30] Fitzgerald, A., Dawson, V., & Hackling, M. Examining the beliefs and practices of four effective Australian primary science teachers, Research in Science Education, 2013, pp. 43, 981–1003. https://doi.org/10.1007/s11165-012-9297-y.

Music can be used to create an engaging and dynamic learning environment, for example by incorporating songs into teaching hadith or through musical activities that promote cooperation and social skills. However, educators also need to consider the religious context of the subjects they teach. This can be done by selecting music that aligns with Islamic principles or using music as a means to support religious instruction, such as assisting with hadith memorization.

**Musicalization of Hadith**

The musicalization of hadith is an innovative approach to conveying and memorizing the hadith of the Prophet Muhammad (peace be upon him) through the medium of musical art. In the context of Islamic education, the musicalization of hadith can be defined as a creative learning method that integrates the text of the hadith with a specific rhythm, melody, or pitch pattern. This approach not only makes it easier for students to memorize but also helps them understand and internalize the deeper meaning of the hadith more effectively. This method is based on the principle that humans tend to remember information more easily when conveyed through repetitive patterns, such as song or rhythm.[31] By presenting hadith in musical form, the brain is able to associate the text with a particular melody, thus strengthening the learner's memory. For example, a short hadith about the virtues of noble morals, such as "your smile for your brother is charity" (Narrated by Tirmidhi), can be packaged in a simple song that is easy to sing and remember. This approach not only facilitates memorization but also strengthens the appreciation of the moral message contained within the hadith.

In the modern era, musicalization of hadith has become relevant as an alternative educational method responsive to the needs of the younger generation. The current generation is more familiar with popular culture that emphasizes art and entertainment, so learning through music can be an effective means of fostering interest in religious material.[32] In practice, musicalization creates an interactive and enjoyable learning environment, while encouraging active student involvement in the learning process. This method is also flexible for application at various levels of education, from elementary to secondary, with material adjusted to suit the student's level of understanding. However, in its implementation, musicalization of hadith requires caution to ensure it remains in accordance with sharia principles. First, the hadith text used must be sourced from authentic sources without any changes or additions that could obscure its meaning. Second, the rhythm or melody used must be simple and not excessive, so that students remain focused on the core message of the hadith. Third, the application of this method

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[31] Kusrina Widjajantie, "Penerapan Metode Mendongeng dalam Pembelajaran Electone Dasar Bagi Anak Usia Dini Di Yamaha Music School Kudus," *Jurnal Seni Musik* Vol. 6, No. 1 (2017).

[32] Tjetjep Rohendi Rohidi et al., *Pendidikan Seni Musik Menguatkan Karakter Siswa di Era Digital* (Daerah Istimewa Yogyakarta: Penerbit Quantum Yogyakarta (Anggota IKAPI), 2020), 66.

must take into account the cultural context and diverse understanding of religion, so that it can be widely accepted by various groups.

The benefits of musicalizing hadith in education are significant. In addition to improving memorization, this method can attract students' interest in religious material often considered difficult or boring when taught conventionally. With the help of melodies, students not only memorize the text of the hadith but also understand and apply its values in their daily lives. This learning process holistically engages cognitive, affective, and psychomotor aspects, creating a comprehensive learning experience.[33] Thus, musicalization of hadith is an approach that not only facilitates students' memorization of hadith but also provides a meaningful learning experience. As long as it is implemented in accordance with Islamic values and proper principles, this method has great potential to strengthen Islamic religious education, especially among the younger generation. Musicalization is not merely a memorization aid, but also a means to instill noble Islamic values in an effective, enjoyable, and meaningful way.

**Strategy for Implementing Hadith Memorization with 5M**

Memorizing hadith is an important aspect of Islamic religious education. However, students often find memorizing hadith difficult and challenging, especially when done using conventional methods that tend to be monotonous. By implementing the 5M method (Reading, Listening, Imitating, Memorizing, and Moving) and integrating it with musical elements, we can make the experience of memorizing hadith more engaging and effective. The following explains how each step in the 5M method can be used in musicalization to help memorize hadith in a more enjoyable way:

1. Read

The first step in the 5M method is reading. Reading is a process that involves seeing and understanding written text, where the reader attempts to grasp the message the author is trying to convey through words.[34] At this stage, students begin by reading the hadith text they wish to memorize. However, the uniqueness of this method lies in the use of music from the beginning. The hadith text is integrated with a specific melody or rhythm, allowing students to recite the hadith while following the tune of the adapted music.

Music plays a crucial role in creating a rhythmic pattern that makes it easier for students to recognize the structure and sound of the words in the hadith. This consistent rhythm is particularly helpful in breaking the hadith down into more memorable sections. For

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[33] Rian Sulistyohadi, "Penerapan Kecerdasan Majemuk dalam Pembelajaran Keagamaan (Studi Multi Situs di MTsN Bandung dan MTs Al-Huda Bandung)," *Tesis Program Pendidikan Agama Islam Pascasarjana IAIN Tulungagung*, 2015.

[34] Maria Kanusta et al., "Implementasi Gerakan Literasi Minat Baca Dan Hasil Belajar," *Jurnal Penelitian Dan Pendidikan*, 2021, 153.

example, when reciting a longer hadith, a slower rhythm can be used, while for a shorter section, a faster rhythm can be adopted. In this way, students not only memorize the words more quickly and naturally but also experience the beauty and depth of the hadith's meaning through the accompanying melody.

2. Listen

The second step in the 5M method is listening. Listening is a process that involves the ability to actively capture, digest, and respond to information received.[35] In the listening stage, students are encouraged to listen to the recitation of the hadith combined with musical accompaniment. This process can be done through audio recordings or directly by the teacher reciting the hadith with a harmonious melody.

Music accompanying hadith plays a crucial role in building auditory memory. The human brain more easily remembers information conveyed with a specific tone or rhythm. For example, when students hear the same melody repeatedly, they are automatically reminded of the hadith being studied. Furthermore, variations in melody and changes in rhythm in the music help highlight important sections of the text, making it easier for students to remember the word order and sentence structure of the hadith more efficiently. In this way, listening is no longer a passive process but rather an interactive and enjoyable experience.

3. Imitating

The third stage in the 5M method is imitation. Imitation is the process of repeating a statement, action, or expression previously heard or seen. In this stage, students are encouraged to imitate the hadith they have heard, accompanied by music. This process involves more than simply repeating words; it also involves adapting the tone, rhythm, and intonation of the previously heard hadith. This allows students to engage more deeply, not only through verbal repetition but also by feeling and expressing the emotions contained in the hadith.

Music here acts as a link between words and feelings, making the memorization experience more profound and meaningful. The catchy rhythm and melody help students improve concentration, reduce the risk of distraction, and make the imitation process more lively and dynamic. Imitating hadith with musical accompaniment also strengthens students' memory through enjoyable rhythmic repetition, making the memorization process faster and more effective.

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[35] Desmita et al., "Wayang Kertas Sebagai Media Jembatan Ajaib Bagi Anak-Anak dalam Mengembangkan Keterampilan Mendengarkan," *IJIGAEd: Indonesian Journal of Islamic Golden Age Education* 4, no. 1 (2024): 85, https://doi.org/10.32332/ijigaed.v4i1.8588.

4.  Memorize

Memorizing is the process of embedding material into memory in its entirety, so that it can be pronounced again correctly without looking, according to the original writing or pronunciation.[36] The memorization stage is the core of the 5M strategy, where students begin to memorize hadith without consulting the original text. At this stage, musicalization plays a crucial role in forming long-term memory. By repeating the hadith text using a specific melody, students more easily recall it through the rhythmic and tonal patterns that become ingrained in their minds. For example, a hadith memorized with a simple melody can be repeated over and over until it is automatically stored in their memory.

The use of music not only makes the memorization process more enjoyable but also accelerates students' ability to remember. Rhythm and melody provide a clear and organized structure, making it easier for the hadith text to be stored in long-term memory. When students hear the same melody, the memory of the hadith text will emerge clearly. This demonstrates how effective music is as a learning aid. By utilizing musicalization, students not only memorize hadith more quickly but also create an engaging and memorable learning experience. Musicalization is not simply an addition to the memorization process, but a vital component of the 5M strategy. Through the combination of repetition and melody, students build a strong and lasting memory foundation, enabling them to not only memorize hadith but also enjoy the learning process.

5.  Moving

The movement method is an effective approach to support children's development, especially in the physical motor aspect through movement activities, while also stimulating their cognitive development.[37] The movement method is the final stage of the 5M method, where students integrate memorization with physical movement. At this stage, musicalization facilitates the alignment of rhythm and movement, allowing students to synchronize their body movements with the melody while memorizing the hadith.

Physical movements such as waving hands, tapping feet, or other simple movements timed to the rhythm of music make learners more physically active in the memorization process. These kinesthetic activities not only make memorization more engaging and enjoyable but also strengthen memory through multi-sensory engagement. By incorporating

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[36] Lalu Yoga Vandita, "Metode Menghafal Al-Qur'an Rumah Tahfidz Islahul Ummah Desa Monggas Lombok Tengah," *Jurnal Ilmiah Global Education*, December 31, 2020, 151, https://doi.org/10.55681/jige.v1i2.48.

[37] Hanita et al., "Upaya Mengenalkan Hadits Pada Anak Usia 5-6 Tahun Melalui Metode Gerakan Tangan," *As-Sibyan Jurnal Pendidikan Anak Usia Dini* Vol. 7, No. 2 (Desember 2022), https://doi.org/10.32678/assibyan.v7i2.9826.

body movements, learners engage not only their auditory and visual senses but also their senses of touch and movement.

By associating movement with memory, the brain more easily connects each movement with the text of the hadith being memorized, allowing the information to be more firmly stored in long-term memory. This approach demonstrates that active bodily involvement can significantly improve memory. With this method, the process of memorizing hadith becomes not only more effective but also provides a more in-depth, meaningful, and memorable learning experience for students.

**Example of Implementing Hadith Memorization with 5M**

Hadith about smiling as charity

عَنْ أَبِي ذَرٍّ، قَالَ :قَالَ لِيَ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ :لَا تَحْقِرَنَّ مِنَ الْمَعْرُوفِ شَيْئًا، وَلَوْ أَنْ تَلْقَى أَخَاكَ بِوَجْهٍ طَلْقٍ

Meaning: From Abu Dzar, he said: Rasulullah Saw. said to me: "Don't underestimate the slightest kindness, even if it's just meeting your brother with a radiant face."

In the context of musicalizing the hadith regarding smiling as charity, we can apply the 5M method to make it easier for students to memorize the hadith, with the following steps:

1. Reading: The teacher begins by reciting the hadith text in a tartil (rhythm) manner, with the students following along. This simultaneous and repeated reading of the hadith text will facilitate the process of applying the tones to the musicalization of the hadith.

2. Listening: Students listen attentively to the musicalization of the hadith delivered by the teacher. Teachers are expected to carefully and precisely manipulate the tones to suit the musicalization of the hadith. Repeated repetition of the tones by the teacher will help students internalize the message and melody accompanying the hadith.

3. Imitation: After listening to the teacher several times, students try to imitate the hadith, following the tone, rhythm, and lyrics demonstrated. This imitation process helps students practice reciting the hadith correctly and strengthens their understanding of its content.

4. Memorization: Through repetition in reading, listening, and imitating, the process of memorizing hadith becomes easier. The use of music in memorizing hadith texts makes this process more enjoyable and effective, allowing students to better absorb and understand the contents of the hadith. Furthermore, this approach can also improve students' memory of the memorized hadith, as music helps strengthen the association between the text and the tune, making it easier for students to recall and internalize the messages within the hadith.

5. Movement: To deepen understanding, educators can incorporate hand movements or body language while reciting the hadith. These movements can help students remember the

meaning of each section of the hadith more clearly and systematically. To facilitate memorization, educators can associate movements with a specific rhythm for each sentence in the hadith, making each section easier to remember and understand.

➤ عَنْ أَبِي ذَرٍّ : The teacher places his hands on his chest, while imagining the figure of the Prophet's friend, Abu Dzar, as the narrator of this hadith.

➤ قَالَ لِيَ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: Then direct your right hand towards your mouth, as if speaking, then show respect by directing your hand towards your heart or chest when saying

صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ

➤ لَا تَحْقِرَنَّ مِنَ الْمَعْرُوفِ شَيْئًا: The educator makes a gesture of holding his hands in front of him, as if to say "don't underestimate," to illustrate the command not to underestimate kindness, no matter how small.

➤ وَلَوْ أَنْ تَلْقَى أَخَاكَ: Then the educator holds the right hand as if he is going to shake someone else's hand, depicting a meeting with fellow Muslims.

➤ بِوَجْهٍ طَلْقٍ: Then he raised his face while smiling sincerely, depicting a friendly attitude and a radiant face when meeting.

**Advantages and Disadvantages of Musicalizing Hadith**

The activity of memorizing hadiths using the musicalization method aims to simplify the memorization process. However, in implementing this method, it is not uncommon to face various obstacles. The following are some of the advantages and disadvantages of the musicalization method, including:

1. Excess

   a. Effective learning media

      The musicalization of hadith presents a modern learning format that can engage students and lead them to a deeper understanding of Islamic values. By combining musical elements with hadith texts, this method creates a fun learning environment while simultaneously motivating students to better understand and internalize religious teachings.[38] This creative and unique delivery makes the musicalization of hadith an innovative and effective educational strategy, so that spiritual messages can be received in a way that is more relevant and interesting for today's generation.

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[38] Ginanda Septiana Putri, "Implementation of the Singing Method in Memorizing Hadith at BA 'Aisyiyah Sangkanayu Purbalingga," Thesis of the Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Professor Kiai Haji Saifuddin Zuhri Purwokerto, 2023.

b. Improve memory in memorization

The method of musicalization of hadith is designed to provide strong brain stimulation through a harmonious combination of music and hadith text, which can accelerate children's cognitive development.[39] By combining essential elements such as rhythm, melody, and repetition, this method has been proven to strengthen memory and comprehension of the material. Students who engage in this method not only learn to memorize hadith but also absorb its meaning through the enjoyable medium of music.

c. Providing character education

By implementing the musicalization of hadith, the teacher's role in creating character-focused education for students can be optimized. This method emphasizes the values of effective communication and social cooperation.[40] During the lesson, students are invited to sing together in a structured rhythm, encouraging them to listen to one another. This activity not only hones academic skills but also social skills. Through musicalization, students learn to communicate effectively, support one another, and maintain group harmony. Thus, this method can help shape students' character by being cohesive, responsive to their social environment, and able to interact effectively within a group.

d. Efficiency in preparing teaching materials

The musicalization method is highly efficient in terms of time and material preparation. Educators don't need to create new materials each time they teach a different class, as the same material can be reused across multiple classes. Once prepared, musicalization materials can be repeated without significant modification. This significantly saves educators time and energy, allowing them to focus more on delivery methods and interactions with students. Furthermore, using the same materials across classes creates consistency in teaching and accelerates the achievement of learning objectives.[41] This efficiency makes the method of musicalizing hadith a practical choice without reducing the quality of the learning provided.

2. Lack

a. Risk of distortion of meaning

The risk of distorting meaning in musicalized hadith is a serious issue that educators and students need to address. To maintain the authenticity and integrity of the hadith's spiritual messages, it is crucial to take a careful and thoughtful approach when

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[39] Kuni Azimah, "Musik dalam Pandangan Al-Mubarakfury (Studi Kitab Tuhfat Al-Ahwadzi)", *Skripsi UIN Walisongo Semarang*, 2017.

[40] Sinaga et al., "Can Music Harmonize with Islam?"

[41] Putri, "Implementasi Metode Bernyanyi dalam Menghafal Hadits di BA 'Aisyiyah Sangkanayu Purbalingga."

combining musical elements with the text.[42] In this way, we can ensure that these messages remain relevant and accurate for current and future generations.

b. Limitations in text selection

Selecting a hadith text for musicalization is no easy task. Hadith texts typically have a formal sentence structure, are dense with meaning, and are sometimes lengthy.[43] Songs, on the other hand, require more flexible rhythm, melody, and word patterns. To follow the rhythm of a song, the text of the hadith often has to be cut or altered, which can lose some of its meaning. As a result, the core message of the hadith may not be conveyed clearly or even altered when accompanied by music. Therefore, educators must be careful in adapting hadith texts to ensure their spiritual essence is maintained.

c. Lack of support from educators

Lack of support from educators is one of the challenges in musicalizing hadith. Many educators accustomed to traditional methods feel uncomfortable using music as a tool for religious learning. Musicalizing hadith requires specialized skills in understanding both music and hadith texts, and not all educators possess these skills. They tend to be more comfortable with conventional methods, such as memorizing hadith without variation, making it difficult for them to adapt to more innovative approaches. As a result, the potential of musicalizing hadith to enhance student understanding and engagement in religious learning is hampered.


**CONCLUSION**

The results of this study indicate that musicalization of hadith is an effective and relevant innovation in learning to memorize hadith, especially for students with an auditory learning style. By integrating the hadith text into rhythm and melody, this method creates a learning experience that is not only enjoyable, but also interactive and efficient. Musicalization has been proven to significantly improve memory retention and student comprehension, especially through the implementation of the 5M strategy (Reading, Listening, Imitating, Memorizing, and Moving). This strategy engages students in various multi-sensory activities, such as reading the hadith text to the rhythm, listening to the hadith recitation, and performing body movements that match the rhythm. These activities stimulate the right and left brain simultaneously, which strengthens memory and understanding of the hadith content.

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[42] Kinanti Sekar Arum Prasetia Sejati, "Resepsi Al-Quran dalam Naskah Musikalisasi Puisi Dunia Rumi Teater Metafisis," *Skripsi Jurusan Ilmu Al-Qur'an dan Tafsir Fakultas Ushuluddin dan Humaniora Universitas Islam Negeri Walisongo Semarang*, 2020.

[43] Ermawati, "Paradigma Pemahaman Hadis: (Studi Pemahaman Hadis Berdasarkan Bentuk Matan)," *Rausyan Fikr: Jurnal Studi Ilmu Ushuluddin dan Filsafat* 17, no. 1 (2021): 123, https://doi.org/10.24239/rsy.v17i1.707.

Although this method has drawbacks, such as the risk of distorting meaning, limitations in selecting appropriate texts, and a lack of support from some educators who prefer traditional methods, the musicalization of hadith also offers several prominent advantages, such as improving students' memory, making the learning process more engaging, and facilitating the preparation of teaching materials for educators. Theoretically, this research makes an important contribution to developing a multi-sensory approach to religious learning. By combining cognitive, affective, and kinesthetic aspects, musicalization offers a new paradigm that is more relevant to the needs of Islamic education in the modern era. Therefore, the musicalization of hadith can be an innovative alternative that supports students in understanding and remembering religious teachings more effectively and inspiringly.

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