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Hadith Learning Strategies In Early Children's Education (Study Of Ra Al Falah Multi-Site Paud And Barokah Paud In Pematangsiantar City)

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Abstract

There are two schools that carry out hadith learning in PAUD, namely PAUD RA Al Falah and PAUD Barokah in Pematangsiantar City. The Hadith learning education program delivered at RA Al Falah PAUD aims to shape and mold the personality of early childhood based on Faith and Piety, while the Hadith learning education program delivered at Barokah PAUD aims to form a generation with the character of the Prophet who has noble and noble character. Character building. The purpose of this study was to determine learning strategies in PAUD. This study uses a descriptive qualitative approach with a multi-site design with data collection through interviews, observation and documentation. These stages include reduction, presentation and conclusion with research conducted on the RA Al Falah Al-Qur'an PAUD Program and the Barokah PAUD Program in Pematangsiantar City. The results of the research obtained by the RA Al Falah Qur'an PAUD Program and the Barokah PAUD Program Pematangsiantar City were the implementation of hadith learning strategies every day after reading prayers, reading Asmaul Husna, short suras. The conclusion of this research is the implementation strategy of developing aspects of child development through hadith learning, which is carried out classically and individually has been considered successful; its implementation is considered successful, and the results are also very good because friendly character education in all its aspects has improved significantly.
Kata Kunci: *Strategy, Learning, Education, Hadith.*

Abstrak

Terdapat dua sekolah yang melaksanakan pembelajaran hadits di PAUD yaitu PAUD RA Al Falah dan PAUD Barokah di Kota Pematangsiantar. Program pendidikan pembelajaran Hadits yang disampaikan di PAUD RA Al Falah bertujuan untuk membina dan membentuk kepribadian anak usia dini yang berlandaskan Iman dan Taqwa, sedangkan program pendidikan pembelajaran Hadits yang disampaikan di PAUD Barokah bertujuan untuk membentuk generasi berkarakter Nabi yang memiliki budi pekerti luhur dan luhur. pembentukan karakter. Tujuan penelitian ini adalah untuk

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mengetahui strategi pembelajaran pada PAUD. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain multi situs dengan pengumpulan data melalui wawancara, observasi dan dokumentasi. Tahapan tersebut meliputi reduksi, presentasi dan kesimpulan dengan penelitian yang dilakukan pada Program PAUD Al-Qur'an RA Al Falah dan Program PAUD Barokah di Kota Pematangsiantar. Hasil penelitian yang diperoleh Program PAUD RA Al Falah Qur'an dan Program PAUD Barokah Kota Pematangsiantar adalah penerapan strategi pembelajaran hadits setiap hari setelah membaca sholat, membaca Asmaul Husna, surah pendek. Kesimpulan dari penelitian ini adalah implementasi strategi pengembangan aspek perkembangan anak melalui pembelajaran hadis yang dilakukan secara klasikal dan individual dinilai berhasil; pelaksanaannya dinilai berhasil, dan hasilnya juga sangat baik karena pendidikan karakter ramah dalam segala aspek mengalami peningkatan yang signifikan.
Kata Kunci: *Strategi, Pembelajaran, Pendidikan, Hadis.*

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Introduction

Early childhood education institutions are one of the effective places to shape the character of early childhood, especially the character education of manners where through the cultivation of character values of kindness and habituation by the teacher as well as an example for each individual involved in the effort to form the character of children from the beginning Muhdi et al., (2020);Kurniah et al., (2019);Hansson et al., (2020). Early childhood is one of the tasks of an educational institution itself as an effort to form character values from an early age Mertala, (2019);Vanbinst et al., (2020);Gayatri, (2020);Egan et al., (2021). Learning Hadith can be introduced from an early age, starting from reading, memorizing to practicing it in everyday life (Ulya et al., 2020). The proverb says: "Seeking knowledge when you are young is like carving on a stone, while studying when you are old is like carving on water." If we introduce "adi" to children, let alone memorize and apply it to everyday life, children's understanding is easier for us to shape and lead to better behavior Farih & Nasikhah, (2022);Nahar et al., (2020).

The hope is that by providing Hadith learning for Early Childhood Education, it aims to get used to the cultivation of good moral and religious values as a form of developing all aspects of early childhood development by imitating the morals of the Prophet Muhammad by looking at direct examples from teachers, but in reality Hadith learning has not been widely applied in institutions. early childhood education programs Wardiyanto et al., (2020);Ahmad Sabri, (2020).

Sometimes children pay less attention to behavior in everyday life such as often eating and drinking standing, not reading prayers in every activity, not keeping the environment clean, lying, fighting, fighting over toys and so on. Nowadays, human behavior tends to be instantaneous, practical, wanting everything to be fast. It is often found that instant behavior is carried out without regard to the prevailing moral and religious values. On the other hand, instilling behavior that integrates moral and religious values is not an easy thing. Moral behavior will be carried out well if it is instilled from an early age. This is what makes it a challenge for all sectors that play a role in the progress of the times, especially the education sector. According to Megawangi in Fatmasari (2020);Eadie et al., (2021);Timmons et al., (2021) the effort to make children who love peace, are responsible, honest and have good morals is to create Indonesian children whose hearts are alive, meaning that they are able to choose what is good and what is right, and are able to control the impulses of greed, creative, critical thinking, high work ethic, have the initiative to do good also strive to be better every day. This requires a strong foundation for the formation of children with noble character. Where the cultivation of character values must be carried out in a sustainable, synergistic-collaborative manner between schools/institutions, parents, and the environment from an

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early age. The teacher uses a variety of techniques to mold the character of religious students, including constant modeling, habituation through active participation, and spiritual contact using meaningful language. Kaso et al., (2021) stated as quoted in the steps for character building, according to the article, are to: (1) increase the value of goodness; (2) develop an identity that can encourage good behavior; (3) continuously monitor discipline when entering, eating and drinking in the school canteen, talking, and habits while in the mosque or mosquela and involving parents in determining the personality of the kid.

This is what makes the development of all aspects of early childhood a special concern because at this age children are in a great imitation phase. Children absorb all the information received and have not been able to choose which one is good and which one is bad. As a result, he can imitate something he finds interesting without understanding whether it is good or bad. So education is needed that is able to teach children about good and bad deeds so that children's growth and development leads to good things, so children will grow into adult humans who are able to control and adjust their behavior in accordance with the values of their religious teachings and are able to ward off bad influences from outside Kuswandi et al., (2020);Davies et al., (2021). These behaviors make Early Childhood Education insert activities in the strategy of developing moral and religious values, which consist of routine activities, integration activities programs, and special activity programs Spiteri, (2021);Kurniah et al., (2019b);Won & Adriany, (2020). Activities in this strategy for developing moral and religious values basically do not only focus on one aspect of early childhood development, but this activity can develop all aspects of early childhood development including, aspects of moral and religious values, physical and motor aspects, social and emotional aspects, aspects of language development, and aspects of art development. One of the activity programs in the strategy for developing aspects of moral and religious values is an integrated activity which is generally carried out in PAUD institutions. One of these integrated activities is Hadith Learning. The results of previous research conducted by Az Zafi et al., (2021) As educators, PAI teachers must wrack their brains for effective teaching methods that can be used online, in person, or both. There is a way for teachers to respond to this, and that is via leveraging the WhatsApp media. With WhatsApp, which is simple to use, it is believed that teachers would be accepted and understood when delivering lessons and won't have to compromise on imparting religious beliefs in their students. In line with the results of previous studies conducted by Syahrir & Elihami, (2019) Lessons and activities are conducted both within and outside of the classroom using a range of techniques, including playing, storytelling, singing, and other activities. In this study, the author will limit the issue or concentrate on the story method in Islamic education, the application and influence of story methods in Islamic education implemented and developed in kindergartens in order to form qualified, healthy, and skilled children. This is because there are numerous methods used in the educational process. In other words, the narrative method in Islamic education refers to the use of the story technique in kindergarten to implant in the child the principles of Islamic teachings.

Based on the problems above and some previous research, there are two schools that carry out hadith learning in PAUD, namely PAUD RA Al Falah and PAUD Barokah in Pematangsiantar City. The Hadith learning education program delivered at RA Al Falah PAUD aims to shape and produce early childhood personalities based on Faith and Taqwa, while the Hadith learning education program delivered at Barokah PAUD aims to create a generation with the character of the Prophet with noble character and character education. science education based on the Qur'an and Hadith. So that researchers are interested in conducting research on Hadith Learning Strategies in Early Childhood Education.

Methodology

The approach used in this research is a qualitative approach with the type of case study with a multi-site design (Hayashi Jr et al., 2019);(Lafave et al., 2021). The research was

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onducted on more than one site, namely there were 2 research sites, namely RA Al Falah arly Childhood Education and Barokah Early Childhood Education Pematangsiantar City. The results of this study are in the form of narrative sentences resulting from data analysis from interviews, observations and documentation describing the facts of Hadith Learning strategi in Early Childhood Education. The subjects in the study consisted of the head of PAUD and teachers. Therefore, the criteria used as a sampling technique are purposive, which refers to part or all of the educational process at the research site. The data analysis process is carried out by going through the steps described as follows Kaya et al., (2020);Vaismoradi et al., (2016);Pantiwati et al., (2020). Data collection techniques for this study were obtained from field data by describing and answering the focus of the research being studied by. This data is used using three approaches, namely observation, interviews, and documentation.

1. Observation

Observation is a careful observation of an object either directly or indirectly to obtain data that must be collected in research (Agustin & Maryani, 2021). This observation was carried out by researchers through the participation of students and teachers when outdoors or indoors, researchers also used this method to obtain data on the role of teachers in the formation of environmental care characters in students in PAUD RA Al Falah Al-Qur'an and PAUD Program Blessings

2. Interview

In this study, the researcher answered all the answers from the interviewees as they were. Researchers interspersed answers that deviate from predetermined questions if they do not match the problem being sought. The type of interview used in this study is a structured interview. The purpose of structured interviews is that researchers have prepared research instruments in the form of written questions. So the researchers used structured interviews because the researchers had prepared several questions for teachers and students in PAUD RA Al Falah Al-Qur'an and PAUD Barokah Program. Then the researcher will also use additional data in the form of small notes and recordings when conducting interviews to further validate the data that has been interviewed, that the data that has been taken really does exist.

Documents

Documents are records of events that have passed. Documents can be in the form of writing, pictures or monumental works of someone. Documents in the form of writing such as daily notes, life histories, stories, biographies, regulations, policies. Documentation in the form of images, for example photos, live images, sketches and others (Viningsih & Listyaningsih, 2020). Documentation studies are a tool for the use of observations and intervie s in qualitative research.

Data analysis in qualitative research is carried out since and before entering the field, congratulations in the field and after finishing in the field stating that the analysis has started since formulating and explaining the problem, before going into the field and continuing until the writing of research results Data analysis in qualitative research is carried out since and before entering the field, congratulations in the field and after finishing in the field stating that the analysis has started since formulating and explaining the problem, before going into the field, and continuing until the writing of research results

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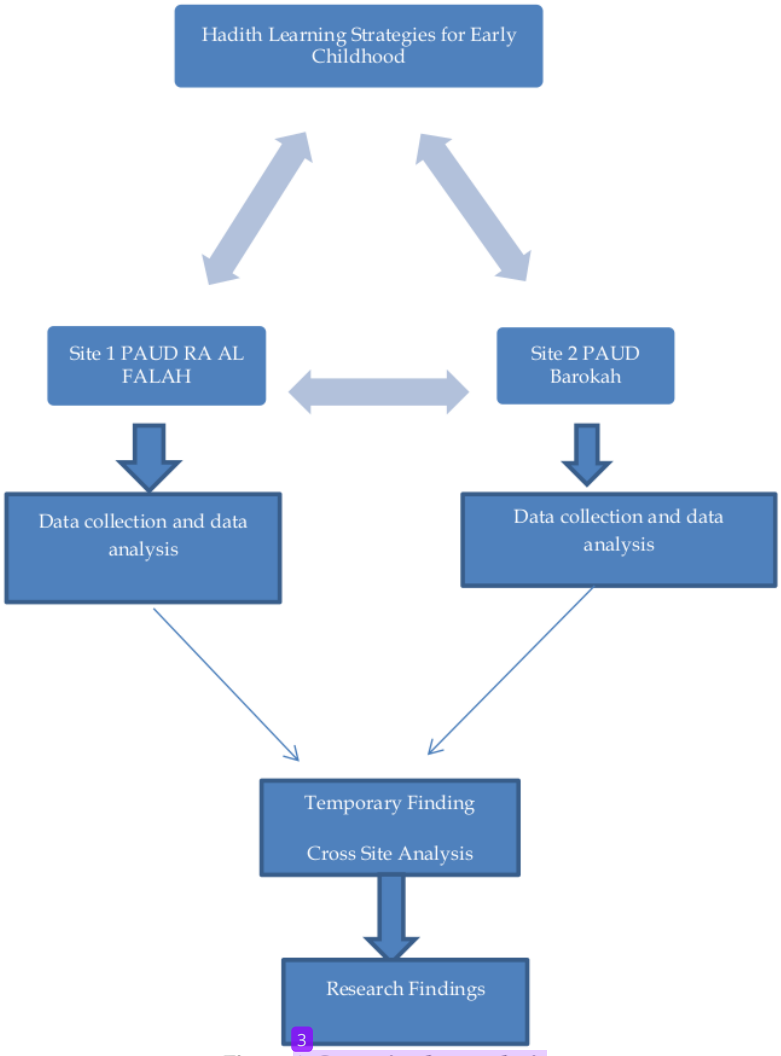

Figure 1. Cross-site data analysis

Results And Discussion

Based on the exposure of research findings at RA Al Falah Early Childhood Education and Barokah Early Childhood Education Pematangsiantar City related to hadith learning strategies in Early Childhood Education from the results of planning, implementation, and assessment.

Planning

In connection with the findings in the field, Hadith learning planning is carried out at the specified time, namely at the beginning of learning when starting a new semester and has planning elements that must be considered. This relates to the notion of planning According to Usman is a process that is carried out in the future to achieve goals and has elements that must be considered (Hakak et al., 2022).

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The elements specified in the planning are the processes and results to be achieved within the specified time. This element makes planning an important activity before carrying out other learning processes. In accordance with the results of interviews, observations, and documentation that RA Al Falah Early Childhood Education and Barokah Early Childhood Education Pematangsiantar City plan Hadith learning together with other learning at the beginning of the semester by setting the given hadith targets in achieving the Hadith learning objectives. This is related to Tlemsani et al., (2020) opinion that planning is a form of decision making this planning is poured to achieve goals effectively and efficiently. Of course, this planning is related to the decision-making carried out by the teacher in carrying out the desired learning. This is in accordance with the planning of hadith learning at the RA Al Falah Early Childhood Education and Barokah Early Childhood Education Pematangsiantar City Integrated PAUD that in planning the Hadith learning is carried out by the school principal together with group teachers and approved or determined by the foundation they work together to set learning objectives for one semester and target what hadiths are achieved in the next semester. Abdelaal et al., (2019) mentions that planning must have a comprehensive nature, meaning that the planned program must be in accordance with the goals that have been outlined. This is related to the PAUD institution's program in planning Hadith Learning Strategies. The program made in planning Hadith learning in early childhood education is to start by determining the hadith to be conveyed in relation to daily etiquette and then determine how to convey the hadith of hope by habituation every day the child can practice the commendable behavior of the Prophet Muhammad in everyday life. Planning according to Sudrajat, (2018) is an activity to choose, determine, develop methods to achieve the desired results. The activities carried out in planning may include setting goals, formulating strategies, media used and development plans to be developed for children to coordinate in activities. This is in accordance with the results of observations, interviews, and documentation that RA Al Falah Early Childhood Education and Barokah Early Childhood Education Pematangsiantar City have a hadith learning goal starting with determining the hadith to be delivered related to daily adab. Learning Strategies are prepared at the beginning of the semester before learning begins by the teacher together with the principal and is determined or approved.

Planning facilitates the implementation of learning as preparation in facilitating the implementation of learning (Suryanto et al., 2021). This means that planning facilitates the implementation of learning in achieving business by carrying out the planning strategy. In planning learning planning is a process in setting goals to be achieved. In planning, teachers and schools must be able to develop a learning implementation plan that is expected to develop the learning objectives to be achieved. This is related to the purpose of planning Hadith learning strategies in early childhood education to imitate the attitude of the Prophet Muhammad as the Messenger of Allah in everyday life, familiarizing children with morals like the morals of the Prophet Muhammad.

Implementation

Implementation is often referred to as implementation, implementation is a process that provides an explanation of the learning carried out and the infrastructure that complements the learning. This is related to the results of research found in RA Al Falah Early Childhood Education and Barokah Early Childhood Education Pematangsiantar City that the form of educator stimulation in hadith learning strategies for Early Childhood Education is by managing the classroom first so that children feel comfortable when learning, providing encouragement and motivation for early childhood such as singing first, telling good things before learning begins, then the children are invited to pat or move the hadith so that the child feels comfortable then the teacher tries to relate the learning of hadith in daily life to make it easier for children to understand the hadith conveyed. This is in

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accordance with the results of research on RA Al Falah Early Childhood Education and Barokah Early Childhood Education Pematangsiantar City that the implementation of Hadith learning strategies carried out by group teachers at PAUD institutions with the target of hadith given is one Hadith in one month and even then conditions children when this hadith is easy then one month one hadith is enough and if it is difficult one hadith can reach two months. The results of this study are in accordance with Gagne's opinion in Fisher & Frey, (2021) book that in the learning process the teacher has an obligation to create pleasant learning conditions in order to make it easier for children to understand the learning delivered.

In the implementation of hadith learning for children, procedures for learning hadith are needed so that children easily understand the hadith conveyed. Based on the results of observations, interviews, and documentation at RA Al Falah Early Childhood Education and Barokah Early Childhood Education, group teachers choose Hadith according to early childhood development. the soles of the mother's feet, the hadith of affection, the hadith prohibiting anger, the hadith about love for the homeland, the hadith prohibiting eating and drinking standing up, the hadith giving each other gifts, the hadith praying and smiling. The findings of this study are in accordance with the characteristics of the Hadith conveyed by Farih & Nasikhah, (2022) that the characteristics of the Hadith for children aged 4-6 years are in the form of short hadiths related to everyday life and are easy to memorize and understand by children .

Sesmiarni, (2019) states to facilitate the learning of Hadith in early childhood, there are several ways, one of which is by explaining to children the teachings that have a very great meaning and the thoughts contained in the hadith of the Prophet, so that they can understand, absorb and apply them in their daily lives both it's with learning methods as well as with fun media. RA Al Falah Early Childhood Education and Barokah Early Childhood Education carry out Hadith learning using media and methods that are adapted to the hadith delivered and added with several play activities regarding hadith learning. The Hadith learning method applied is the habituation method because it is used every day, the movement method, whether it's moving while singing or memorizing while moving and the demonstration method. The implementation of hadith learning using the habituation method and the demonstration method is in accordance with the concept of behaviorism learning theory. The concept of behaviorism learning theory is defined as an exercise in the formation of behavior from the relationship between stimulus and response. Because the concept of behaviorism learning theory sees to obtain the desired behavior by repetition, habituation, good practice with visuals and audio and the concept of this theory is suitable for students who need adult roles. Habituation carried out every day by PAUD teachers is in accordance with Sit et al., (2022) opinion that education is what changes a person's desired behavior so that there is a stimulus and response process in the implementation of learning. The stimulus delivered to the child will be responded to by the child by seeing, imitating and observing the teacher who conveys the pronunciation of the hadith and practices commendable behavior in accordance with the material presented in the hadith. Ulla (2014)argues that the concept of early childhood education is imitating what is seen, heard, and spoken by teachers, parents, and the environment around children which forms an unexpected behavior.

Skinner (2016)In behaviorism theory, it provides several learning principles, namely learning outcomes that are less precise than the learning objectives will be given directions to be corrected and if appropriate they will be reinforced again, the learning process goes through planned plots or goals, the material is delivered in accordance with the learning plan, and learning is accompanied by with practice means that children imitate what is conveyed by the teacher. This is in accordance with the findings of researchers that in the implementation of learning hadith learning is carried out with classical, individual hadith

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learning, and accompanied by hadith playing activities. In the implementation of classical hadith learning, children will receive hadith learning delivered by the teacher in class both by demonstration and habituation methods, after being repeated again and accompanied by reinforcement of the hadith delivered, namely real examples demonstrated by the teacher. As for individual hadith learning, the teacher listens to the hadith read today for the children to repeat.

Rumjaun & Narod, (2020) argues in behaviorism theory that the importance of the process of observing and imitating the behavior and emotional reactions of others becomes a reference for the modeling behavior presented by Albert Bandura, meaning that children will like imitated behavior if the model or role model is liked and appreciated and has useful values. interesting facts such as pictures, videos, and instructions or fun words. Playing activities in hadith learning are in the form of playing puzzles accompanied by hadith pictures related to hadith pronunciations, then playing collage activities on pictures where the images contain the delivered hadith sentences, questions and answers on previously submitted hadith and cartoon videos showing hadith learning in person. Indirect and implied messages in it support teacher stimulation in hadith learning to make it fun to teach commendable behavior contained in hadith learning. The commendable behavior conveyed by the teacher in learning hadith is practiced in front of children, directly or indirectly, they will be imitated by being demonstrated by group teachers or class teachers. Such as not littering, admonishing friends to drink and eat while standing, sharing food or sharing toys, praying before doing any activity, these behaviors that children apply in everyday life are the result of the stimulus given by the teacher and then they apply it directly in their lives. daily. Learning Media is one component that supports the hadith learning process. The learning media delivered must adapt to the conditions and abilities of the child, according to the child's level of understanding, so that the learning of hadith delivered is easy to understand, fun, and can be practiced in everyday life.

Prophet Muhammad is the noble and greatest human of all time reported from Republik.CO.ID in the Oxford encyclopedia Prophet Muhammad is the most influential figure in the world of all time. This is what makes the basis that the best example in the world is the Prophet Muhammad. Until now, there are many educational institutions that apply the adab and morals of the Prophet Muhammad in everyday life. Especially in RA Al Falah Early Childhood Education and Barokah Early Childhood Education. Sheikh Muhammad (2019) in his book which was translated into a book Encyclopedia Kaffah wrote that the most important and easiest way to adorn oneself with good morals is to imitate the Prophet Muhammad, whose morals are the Qur'an. He is a man of good character. He exemplifies commendable behavior in everyday life. He is kind to people who are bad to him. This is what group teachers at RA Al Falah Early Childhood Education and Barokah Early Childhood Education do in applying the character of the Prophet Muhammad to early childhood, namely both classical and individual learning by familiarizing, demonstrating and reading hadith lafaz along with their meanings and meanings. familiarize and apply the morals of the Prophet conveyed in daily Hadith learning materials in the hope that early childhood can imitate the commendable attitudes and behavior of the Prophet Muhammad in everyday life. The implementation of Hadith learning indirectly affects all aspects of early childhood development, this can be seen in carrying out learning that children enter the stage of implementing learning, meaning that children have basic skills in solving problems in everyday life, for example, children can throw garbage in its place after habituation is carried out every time. day and the study of hadith regarding the cleanliness of part of the faith. Then enter the level of children's understanding that through learning hadith and daily habituation children can understand maintaining a clean environment, behaving politely to fellow friends, teachers and parents.

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Evaluation

Assessment is a basic part of education but the term assessment is very broad, assessment is very important in the educational process, without assessment the teacher will never know when to move to the next stage (Pratama & Retnawati, 2018). learning, or how to help students understand concepts better the function of assessment in learning is to measure the level of mastery of the subject matter. In RA Al Falah Early Childhood Education and Barokah Early Childhood Education, the strategy for assessing hadith learning is carried out by each group teacher and teachers are formed teams with daily assessments and semester assessments, hadith learning assessments are carried out to measure the extent to which children understand the hadith conveyed. St. Pierre et al., (2020) argues that assessment is a complementary aspect of learning without an assessment it cannot see the level of achievement that has been achieved, the assessment aims to see the plans and goals that have been set. Based on the results of research on the RA Al Falah Early Childhood Education and Barokah Early Childhood Education Integrated PAUD, there are two types of Hadith learning assessments, namely daily assessments and semester assessments. The form of daily assessment is an assessment given with a star and a semester assessment form is a checklist sheet and teacher observations that are included in the child's development report. This is in accordance with the opinion of Uno and Lamenggu, an (2010) assessment is carried out to make a decision on something with a set size.

Discussion

In Pematangsiantar City, two institutions, RA Al Falah Early Childhood Education and Barokah Early Childhood Education, offer early childhood education courses on the hadith. The PAUD's Hadith learning educational program While the Hadith learning education program provided at Barokah PAUD aims to create a generation with the character of the Prophet through moral education and science education based on the Qur'an and Hadith, RA Al Falah aims to form and produce early childhood personalities based on Faith and Taqwa. in order to pique the curiosity of scholars interested in studying Hadith learning strategies in early childhood education. The course material is structured to encourage habituation, allowing students to learn it in a fun environment. Every day, the principal examines the learning process and exhorts teachers to keep coming up with new ways to convey Islamic religious instruction so that a learning objective can be met. The school's principal needs to consider incorporating edutainment as a teaching method for this religious instruction (Eva et al., 2020). This is what the principal talked about when she spoke with the researcher. Educators have guidelines that must be mastered to plan and implement education strategies in Islamic religious education subjects. With the steps applied. At RA Al Falah Early Childhood Education and Barokah Early Childhood Education, in carrying out so far through interviews with Islamic religious education educators can explore various things to be used as habituation of the values that are carried out go out. In facilitating students, educators must also be able to use various strategies that active and efficient, in engaging learning and differentiating learning styles students and others.

Naturally, in order to understand and define pupils, it is important to foster effective student-student contact. This will help students comprehend what is intended by Islamic religious education and will also make learning activities more enjoyable. A superb and adaptable educator is needed to respond to student needs, frequently discuss, and pay attention to what is best for student learning issues. It is more crucial to give students clearer game rules in order to create a comfortable and pleasant environment. The teacher has authority over what is taught to the students. to be able to actively register (Muhdi et al., 2020)

A form of active learning includes studying Islamic religious education subjects. This outcome gathered by speaking with religious instructors who teach Islam in RA Al Falah

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Early Childhood Education and Barokah Early Childhood Education Invite pupils to view or watch Islamic cartoons that clarify concepts as part of the teaching strategy. Prophets, caliphs, and early academics' efforts to propagate the Islamic doctrines in Island. Students must be able to sum up what they have learned from read or watch a movie, discuss the synopsis, and then conduct a Q&A at the conclusion season. The idea is that teachers will invite pupils to visit all the historical locations on the island of Sumatra. the outcomes of the researcher's fieldwork processes, including observations, interviews, and research, as a whole. The implementation of teaching and learning activities is concluded by the researcher the early childhood education and barokah model used in RA Al Falah Early Childhood Education is associated with the IRE map's religion category, which also contains Tahfidz Al-Qur'an, fiqh, ta'lim, and pesantren. One of the primary sources used by subject teachers to convey Islamic concepts is the methods and strategies used. For their students, teachers serve as role models. A teacher has a responsibility to lead by example. Whether it be in the way of behavior or morality, in an effort to become emulated in the context of the school and the neighborhood. Teaching is a noble job. the outcomes of the researcher's fieldwork processes, including observations, interviews, and research, as a whole. The researcher comes to the conclusion that in order for instruction and ideals to be effective, they must be built on an important battle, which means that they must be able to put newly acquired knowledge into practice in order to develop the next generation of the country and decent citizens source.

Additionally, there is the potential for intelligence, skill, and talent in both academic and extracurricular activities. The process of educational transformation has as its ultimate objective the appropriate manifestation of children's cognitive, emotional, and psychomotor competencies, all of which are present in students. The actual rules of education must be able to be internalized by students. However, because reality is still far different from what is expected, the transition process is difficult. encountered numerous challenges and challenges. During these difficulties, it felt as though a multivitamin should be taken. Religious instruction in Islam is a divine subject with a purpose and a connection to God. Not only that, but Islam also paints a clearer picture of how the context of Islam governs not only the connection with God but also that between humanity and one another as well also the connection between people and their God Islamic religious education needs to be divided into technical education, primary, junior secondary, and high school education, both formally and informally.

Conclusion

Conclusions and suggestions that are the result of research from two schools, PAUD RA Al Falah and PAUD Barokah are as follows: Planning of hadith learning strategies is planned before learning begins, carried out by teachers in collaboration with school principals, hadith lesson plans are planned together with lesson plans that others by determining the materials, methods and objectives of hadith learning. The hadith material to be achieved is one week hadith material and the material provided adapts to the abilities of early childhood, using hadith learning methods, namely habituation methods, demonstration methods, and motion and singing methods and using hadith learning media in the form of learning media using objects around according to the hadith delivered, illustrated paper media in which there are colorful hadith images or media displaying hadith and media through cartoon videos on hadith learning applications that are delivered to early childhood to facilitate the achievement of hadith learning goals, namely imitating the attitude of the Prophet Muhammad as the Messenger of Allah and familiarize children with morals such as the morals of the Prophet Muhammad in everyday life. Implementation of hadith learning strategies every day after reading prayers, reading Asmaul Husna, short suras. The hadith learning methods applied are the habituation method, the movement method, whether it's moving while singing or memorizing while moving and the demonstration method. The learning media used is by using objects that are around them in accordance with the hadith

conveyed, illustrated paper media in which there are colorful pictures and hadiths and media through cartoon videos. Semester assessment is carried out munaqasah by group teachers who are made into teams and assessment of hadith learning by group teachers is modified by combining the results of all learning in the child development report card.

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