



Mentoring Children to Memorize Asmaul Husna Using Singing Method at The TPA Al-Muhajirin

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Abstract	Article Info
<p>Mentoring children at Al-Muhajirin Sidomulyo TPA RT 03 in memorizing Asmaul Husna using the singing method is one of the work programs carried out by students of the Thematic Real Work Lecture (KKN) IAIN Palangka Raya. This assistance is a form of community service for Thematic KKN students. The method used in this service is the ABCD (Asset Based Community Development) method. This method has a main focus, namely broadcasting Islamic teachings by developing children's assets through memorizing Asmaul Husna. This mentoring activity aims to increase the potential of children in TPA in Islamic education, especially in the field of memorization. In the mentoring process, four stages are carried out, namely: 1) planning, 2) implementation, 3) observation, 4) reflection. Based on the results of the mentoring carried out, researchers saw that by using the singing method in memorizing Asmaul Husna, there was an increase in memorizing Asmaul Husna in children at Al-Muhajirin TPA. It is proven from the existence of 9 children who have not memorized Asmaul Husna, they have memorized 10 Asmaul Husna; from 5 children who memorized 12 Asmaul Husna, to memorize 20 Asmaul Husna with the correct recitation. Likewise with the quality of memorization, of the 15 children who lacked recitation, they became good and correct in recitation. Thus, mentoring children to memorize Asmaul Husna using the singing method at the Al-Muhajirin Sidomulyo TPA has an effect and has increased.</p>	<p><i>Article History</i> <i>Received:</i> <i>February 28, 2022</i> <i>Revised:</i> <i>May 28, 2022</i> <i>Accepted:</i> <i>May 30, 2022</i></p> <p><i>Keywords: Singing Method, Children Memorizing, Mentoring Children Memorizing</i></p>
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INTRODUCTION

Introduction Community service is an academic activity which is an activity of the Tri Dharma of Higher Education. In addition to research and education carried out in service, there is hope that there will always be assimilation between the community and universities that carry out a service through activities or work programs for good results for the local community. Basically, the community, children, and youth are the biggest assets for the future that must be nurtured and trained so that they become the next generation of high quality.

Sidomulyo is one of the villages in Tumbang Tahai Village. Tumbang tahai is one of the villages in Bukit Batu District, Palangka Raya City, Central Kalimantan. This sub-district is a lowland area with an altitude of 20 msl, with an area of 44000 ha with the following boundaries: to the north of Banturung Village, to the east of Pulang Pisau

Regency, to the south of Marang Village and to the west of Habaring Hurung. This location is the place of service for IAIN Palangka Raya Thematic KKN Students in 2022 (Data Kelurahan Tumbang Tahai, 2021).

There are various work programs carried out by the Thematic KKN students of IAIN Palangka Raya in Sidomulyo, one of which is teaching, which is in accordance with the majors taken by the Thematic KKN students, namely the Tarbiyah Department. The learning carried out is teaching reading and writing of the Qur'an and Islamic education. In the world of education, there are still many learning processes that lack quality, are inefficient, and lack attractiveness, even tend to be boring, so that the learning outcomes achieved by students are not optimal (Imron, M., & Lukman, H., 2018: 145).

Based on the reality on the ground, it is still found that there are children at the Al-Muhajirin TPA who have difficulty memorizing Asmaul Husna, some have memorized it but forget it because they are not accustomed to reciting Asmaul Husna, there are some children who can recite Asmaul Husna about 10 Asma, but the assistant found there were children who have not been able to memorize Asmaul Husna. Another problem that was found was that the teacher had not used appropriate learning methods, in this case the Asmaul Husna memorization learning activities that made children bored and difficult to memorize.

Based on the subject matter, the author as a Thematic KKN student serving in Sidomulyo, Tumbang Tahai Village, Palangka Raya City provides assistance to students at the TPA in memorizing Asmaul Husna to make it easier for children to remember and memorize using the singing method as a form of service to the Sidomulyo community. The companion uses this method because it is appropriate for the age of the students and this method is the right method to improve the child's ability to memorize Asmaul Husna (Syaiful, R., & Muawanah, 2021: 83). Community service through the ABCD (Asset Based Community Development) approach is expected to be able to identify assets owned by the community, empower and make the changes they expect.

METHOD

Implementation Method This service activity uses the ABCD (Asset Based Community Development) approach by maximizing the potential of assets and collaborating with many parties (Bahtiar, E., & Kurniawan, Lulu, S. (2022: 129). ABCD is an approach to community empowerment that focuses on developing community assets as the main basis for community development (Mulyani & Mohammad, 2013: 127-138). This approach emphasizes the inventory of assets in the community that are seen as supporting community empowerment activities (Muslimah,dkk, 2021: 140). The implementation of this assistance was carried out at the Al-Muhajirin TPA located at the Al-Muhajirin Sidomulyo Mosque. The target for this assistance is 20 children who are studying the Qur'an at Al-Muhajirin TPA, Tumbang Tahai Village, Palangka Raya City.

In the mentoring carried out, there are the following four stages: 1) planning, in the form of preparations that will be carried out before carrying out the mentoring. At the planning stage the activities carried out are; prepare learning materials and media,

prepare strategies or teaching methods, and determine the song or tone that will be used to sing Asmaul Husna. 2) implementation, consisting of three steps, namely the initial activity in the form of introducing the Asmaul Husna song using speakers, then the children are invited to follow the song. This step is repeated several times to obtain optimal results. At this stage, the companion corrects the child's tajwid that is still wrong and gives an example of the correct pronunciation. 3) observation, at this stage the companion makes observations to find out the difficulties and how many children still cannot memorize Asmaul Husna. 4) reflection, this stage is carried out when you have finished making observations during the implementation of mentoring, then the companion can consider and design the next activity in memorizing Asmaul Husna.

Mentoring is carried out during service at Al-Muhajirin TPA starting in May 2022. Learning activities are carried out every day at 14.00 until completion, but for Asmaul Husna material, researchers provide assistance for one month, namely in May 2022. This activity is carried out by accompanying students singing Asmaul Husna to increase memorization using Asmaul Husna songs that are appropriate for their age.

RESULT AND DISCUSSION

The mentoring process is carried out in several stages as follows:

1. Planning

Planning is a process that will provide an overview of the sequence of activities and events that will be carried out next. Planning serves to maximize an activity so as to get maximum results in accordance with the expected goals (Syamsiar & Asyikin, 2021: 52). Without planning an activity it will be difficult to focus on the desired goal. During the mentoring process, there were several preparations, including:

- a) Prepare learning materials
- b) Preparing teaching strategies or methods
- c) Determine the song or tone that will be used to sing Asmaul Husna

2. Implementation of mentoring singing methods in memorizing Asmaul Husna

At the age of TPA children, singing is a method that can be integrated into learning. The use of this strategy can help develop thinking skills and can be used as interactive learning that attracts children's interest in learning. Singing makes the learning atmosphere cheerful and enthusiastic so that children's development can be stimulated more optimally (M. Fadlillah, 2014: 42-43).

In its application to the learning process (memorizing Asmaul Husna), we make several stages which include:

- a. Initial activity: introducing a song whose tone is easy for children to follow that will be sung together. In this case, the companion uses the speaker as the medium.
- b. Next activity: children are invited to follow the rhythm to memorize Asmaul Husna, at this stage the companion also sings so that it is easy for children to follow.

Picture 1. Practicing the song of Asmaul Husna



- c. Development activities: helping children to recognize or remember the rhythm of the Asmaul Husna song which is applied by repeating the rhythm using speakers while occasionally singing to a rhythm without musical accompaniment so that children can memorize notes without following the rhythm of the speakers. By repeating the song being taught, the child will unconsciously remember what was sung and will memorize it because he is used to it and often says it (Dahlia, A., & Afifatu, R., 2020: 12-13).

Picture 2. Singing Asmaul Husna Accompanied by a Song



3. Observation

This stage is carried out by using observation guidelines to determine the extent to which the child's progress has been achieved individually or in groups (Meity H. Idris, 2014: 128-129). Based on the results of several times the mentoring conducted at the Al-Muhajirin TPA in memorizing Asmaul Husna using the singing method, the companion saw that this method was very suitable to be used because children learn

and memorize with pleasure and are very enthusiastic. Children are not easily bored when memorizing Asmaul Husna while singing. This method companions use for one month during the service period at Sidomulyo RT 03, Tumbang Tahai Exit.

Picture 3. Singing Asmaul Husna Before Going Home



This is the activity time in memorizing Asmaul Husna using the singing method.

Table 1. Time Schedule

	Time	Activity
1.	14.00-14.10 WIB	Sing Asmaul Husna before studying
2.	15.05-15.15 WIB	Sing again Asmaul Husna before go home

After the children got used to singing the Asmaul Husna song continuously, there was an increase in all of the children who did not memorize Asmaul Husna at all, memorized as many as 12 Asmaul Husna, from those who could not mention, became able to say because they remember the rhythm of the song when memorizing Asmaul Husna . DA is a 9-year-old student at TPA Al-Muhajirin, initially only memorized 6 of 99 Asmaul Husna, after being assisted in memorizing using the singing method, he obtained an increase in his memorization to 20 Asmaul Husna. AKN, one of the students at the Al-Muhajirin TPA who was 5 years old, before the Asmaul Husna memorization mentoring was carried out, AKN had never memorized before. After mentoring by researchers, now AKN is able to memorize 10 Asmaul Husna.

This is a table of observations of Asmaul Husna's memorization mentoring using the singing method

Table 2. Observation result

	Don't remember at all	Know very well	Tajwid is still not good	Tajwid good and true
Before	9 children	1 children (know very well 20 Asmaul Husna) 5 children (know very well 12 Asmaul Husna) 5 children (know very well 7 Asmaul Husna)	14 children	6 children
After	-	1 children (know very well 33 Asmaul Husna) 5 children (know very well 20 Asmaul Husna) 6 children (know very well 12 Asmaul Husna) 8 children (know very well 10 Asmaul Husna)	8 children (it's good but sometimes there are still mistakes in pronunciation)	12 children

Based on the table above, it can be seen that by using the singing method in memorizing Asmaul Husna there was an increase in children at Al-Muhajirin TPA, both in the amount of memorization and recitation.

4. Reflection

Reflection was done by looking at how the children memorized, what difficulties the children encountered, how many children had difficulties in memorizing, and seeing whether or not it was necessary to add memorization for the next day. The facilitator also reflects on what things can be done to reduce obstacles in the memorization process. The assistant obtained data from interviews with one of the students at the Al-

Muhajirin TPA with the initials MR, who felt happy and enthusiastic in memorizing Asmaul Husna using the singing method. MR admitted that it was easier to memorize with songs because it was fun and easy to remember. The assistant also saw a development in the number of memorization students at the Al-Muhajirin TPA. Based on the results of interviews and observations made by the companion, that the method used in the mentoring process makes it easier for children to memorize, so that the difficulties that have been found in children in memorizing have begun to be solved by applying the singing method.

According to Syamsuri Jari, as quoted by Setyoadi in Fadlillah, some of the benefits of using the singing method in learning are as follows: 1) Relaxation facilities by neutralizing heart rate and brain waves. 2) Growing interest and strengthening the attractiveness of learning. 3) Creating a more enjoyable learning process. 4) As a bridge in remembering learning materials. 5) Build retention and touch children's emotions and sense of ethics. 6) The process of internalizing the values contained in the learning materials. 7) Encouraging children's learning motivation (M. Fadlillah, 2012: 176).

It is very important for children to know the 99 Asmaul Husna because Asmaul Husna belongs only to Allah SWT, no one has and equals these names. Therefore, humans as His creatures are encouraged to understand, study, and appreciate the contents of these names (Suparno, A., 2018: 27).

Through appropriate singing, children can develop their thinking power so that their intelligence development can take place well (Eli Patimah, 2021). With simple songs, every word in the song can be followed by children, although the pronunciation is sometimes not clear. From the various explanations above, it can be said that the singing method can help improve children's memorization by repeating singing and singing Asmaul Husna (Jubaidah, 2020: 212).

Using the singing method in memorizing Asmaul Husna makes a positive contribution to improving the memorization of Asmaul Husna in children at Al-Muhajirin TPA (Ilvi N. A., & Isna, N., 2021).

CONCLUSION

Memorizing Asmaul Husna using the singing method is a very good step in an effort to memorize Asmaul Husna, because based on the results of mentoring conducted by IAIN Palangka Raya Thematic KKN students, this method greatly affects the quantity and quality of Asmaul Husna memorization in children. With this method, the children of TPA Al-Muhajirin, Sidomulyo RT 03, will find it easier to memorize Asmaul Husna. Learning becomes more fun and children are not pressured or forced to memorize, there is an interactive interaction between the child and the supervisor.

The singing method applied can stimulate children's memory. By listening to the song and familiarizing the child with the tone, the child will automatically be able to memorize the lyrics without having to take a long time even though many are memorized. Memorizing Asmaul Husna using the method of singing to an interesting

and easy-to-follow rhythm and then singing the song together is a very good method to use.

Children basically love to listen, sing and learn with songs (Asni, F., & Mahdia, A., 2021: 21) because from the results of the discussion that has been obtained, we find that the effectiveness of the application of the singing method in memorizing Asmaul Husna at the Al-Muhajirin TPA is very effective. By using the singing method in memorizing Asmaul Husna, an increase in the memorization of Asmaul Husna was obtained with good and correct recitation of children at Al-Muhajirin TPA.

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