



Implementation of Role Playing Method in the Hygiene Hadith Learning Toward Early Children's Healthy Behavior of Group B in Dabin Aggrek Gunungpati Semarang

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Abstract

The behavior of healthy life is associated with someone's effort to preserve, maintain and improve their health. The hadits learning in RA Dabin Anggrek, there is hadith about cleanliness that reflects the child's healthy life behaviour. However, there are still many children who do not behave according to the hadith. Therefore, it takes an interesting learning method. One of these methods is role playing, through this method children can practice healthy behavior directly, so it would be impressed on children. This study aims to determine the differences in health behavior of children before and after treatment, as well as knowing the differences in health behavior of children between the control group and the experimental group. The research method that is used is experimental. The research design that was taken is Quasi Experimental Design with this type of Nonequivalent Control Group Design. The population in this study are all children of group B in Dabin Mawar, with 36 children for sample consists of 18 children from RA Miftahul Hidayah (experimental group) and 18 children from RA Nurul Huda (control group). The results obtained from the experimental group had Sig (2-tailed) of $0.000 < 0.05$. It means that the results of the pretest and posttest has significant difference. On the other hand, the control group had Sig (2-tailed) $0.120 > 0.05$. It means that the pretest and posttest are relatively similar. After being given the treatment, the experimental group had result Sig (2-tailed) of $0.000 < 0.05$. It means that there are significant differences in both of groups. Based on these descriptions, it can be concluded that the method of playing a role in learning hadith of cleanliness can increase the healthy behaviors in children in group B Dabin Mawar Gunungpati Semarang.

INTRODUCTION

The child is different individual, unique, and has its own characteristics according to the stage of its development. Early childhood is the next generation of our nation that must grow and develop properly, so that they can become a figure of the next national generation. Early childhood development is the efforts made by the public or the government to help young children in developing their potential as a whole, both aspects of education, nutrition, and health (Musbikin, 2010: 36).

The importance of educating children at an early age is due to the childhood is a period that is very sensitive to the influences from outside, and education in childhood will be an effect on subsequent of the child development. This is in line with the sayings of the Prophet Muhammad which reads "*Uthlubul ilma minal mahdi ilal lahdi (Seek knowledge from the cradle to thegrave)*" (HR. Bukhori). The hadith conveys the importance of an education that begins at an early age. Through early childhood education, it is expected to help students developing their potential in various fields, including: religious, emotional, cognitive, linguistic and physical / motor morals, to prepare students for the next level of education. One of them is the religious field, that is, the teaching of short hadiths usually taught in schools, especially in Islamic schools.

Hadith is all information that comes from the prophet, whether in the form of words, deeds, and attitudes and traits. Studying the hadith is one of our forms of love to the prophet. This is in line with research conducted by Zahra (2013) on the implementation of Al-qur'an learning for early childhood, that both teach early childhood about short letter memorization, daily prayer, and short hadiths, because childhood is the most important and fundamental first period. In these studies means memorizing hadith since early childhood is good for moral and cognitive development.

Memorizing activities for a child will be more meaningful when he understands what is memorized. In memorizing there are several conditions that need to be considered, namely the purpose, attention, understanding, and memory. A good impact in memorization is influenced by these conditions. Memorizing aimlessly becomes unfocused, memorizing without understanding becomes blurred, memorizing without attention is chaotic, and memorization without memory is useless (Djamarah, 2002). This is related to how the child memorized the hadith, if the child memorized by understanding its meaning will not be

in vain, because the child can understand what is suggested in the hadith. Once the child understands it will be easy for the child to apply in his daily behavior.

Children who grow and develop properly is a healthy child. A healthy child, his soul will develop according to age, clean, and joyful, patterned life and can adjust to the environment. The healthy life behaviors that can be applied in early childhood are about cleanliness include personal hygiene such as, body hygiene, brushing teeth, smoothing school clothes, cutting nails, washing hands, throwing garbage in place, using school toilets and consume healthy food. This is in line with research conducted by Vismita, et al (2014) concerning personal hygiene habits among school-going children in rural areas, which discusses the various aspects of personal hygiene and the importance of applying clean living habits in children.

In learning that is found in Islamic schools or RA, children are taught about various hadiths and one of them is hygiene hadith, where children are taught to love cleanliness because of the cleanliness of some of the faith, but here, 50% of children in school have not seen to behave according to the hygiene hadith. There were still four children who left their trash on the floor after eating, three children whose nails were long, and it had not taught him to wash his hands after playing. In addition, some children whose clothes are not tidied after playing, there are two children who do not want to wear footwear when playing, 50% of children who snack carelessly look unsanitary.

Based on observations and interviews with teachers RA in its implementation, hadith became the morning habitual material that children read every day, but some children prefer to joke rather than pay attention to the hadith that he read. This is because the way of delivery is less interesting and in accordance with their character, so that learning hadith has not been internalized in the child's behavior. In addition, the school is taught only two hadith hygiene, while the hadith hygiene that can be taught to form a healthy life behavior of children there are five. It becomes one of the factors less effective learning of hadith hygiene in shaping the healthy life behavior of children.

Implementing the hadith that has been taught by the teacher on every behavior of healthy life of children needed a stimulation conditions in accordance with the needs of children for growth and development of children is achieved optimally. Learning process as a form of treatment given

to children should consider the characteristics of each stage of child development (Sujiono, 2009). Therefore, in choosing a method to be used in the child's program of activity should pay attention to the characteristics of the child. One of them is by using role play method. This is in line with the results of research conducted by Aliyah (2011) on the impact of the use of the method of playing symbolic motion on the ability to remember and understand the meaning of hadith, by understanding the meaning of hadith most likely children can apply the hadith into their healthy life behavior.

Early childhood period is often called the stage play, because at this stage almost all learning to use the play (Hurlock, 1978: 320). Santrock (1995) says that some educators and psychologists believe that preschoolers and elementary schools are best learned through active and concrete teaching methods such as games and role playing. Through role play the child is able to actively practice the healthy life behaviors he plays, so the behavior will be impressed and more easily done by the child. This is in line with research conducted by Lafiyati (2013) about efforts to improve the habit of healthy living behavior with the method of role play.

The purpose of this research is to know the difference of healthy life behavior of children between before and after given treatment, and to know the difference between experimental group and control group on the application of role playing method in hygiene hadith study to healthy life behavior of children.

METHOD

The method used in this research is quantitative method with the experimental approach. The design used is a quasi-experimental design with nonequivalent control group design. Quasi-experimental design is a design that has a control group, but it cannot be functioned fully to control the external variables that affect the implementation of the experiment. While the nonequivalent control group design is similar with the pretest-posttest of control group design, but both the experimental group and the control group is not chosen randomly (Sugiyono, 2010: 116).

The study about the implementation of role playing method in the hygiene hadith learning toward early children's healthy behavior of group B in Dabin Anggrek Gunungpati Semarang was held on August 3, 2017 till August 31, 2017. The treatment was giving on three times a week, those are on Monday, Tuesday, and Wednesday.

Subjects of this study were children in group B (5-6 years) in Dabin Anggrek as the population. While the sample used were 36 children, consisting of 18 children from RA Miftahul Hidayah (experimental group) and 18 children from RA Nurul Huda (control group).

The method of data collection in this research is observation, interview, documentation, and Likert. Scale that was taken based on the healthy behaviour aspects at Notoadmojo (2003), which contains nine indicators and associated with the meaning of the hygiene hadith. The result of the research was analyzed using a statistical test that is Paired Sample T-Test and Independent Sample T-Test with SPSS 16 and percentage technique.

RESULTS AND DISCUSSION

This study was held on August 3, 2017 till August 31, 2017 which took place in two schools, there are group B1 at RA Miftahul Hidayah who were 18 children as the experimental group, with treatment is carried out 12 times. As for the control group in group B at RA Nurul Huda who were 18 children were not given the treatment. Before the research start, we given a pretest to each group to determine the initial conditions. After that the researchers gave the treatment in the experimental group with role play methods in the hygiene hadith learning. Then do posttests at both of groups to determine the final result.

We usually can encountered short hadiths learning in Islamic-based schools. Children here are accustomed to read hadith at the beginning of the core learning, the goal is to establish a personal accordance with the teachings of our Prophet. According to the research conducted by Fauzia (2015) which discusses Islamic religious behavior in early childhood with the aim of making children good personal. Pranoto (2009) said that the child's ability to understand something right and wrong that has been formed since school.

One of short hadith for children is hygiene hadith who teach children about healthy behavior. Health behavior that can be applied in early childhood include his own personal hygiene and environmental sanitation (Notoadmojo, 2003). This is in line with research by Astuti (2017) which explain that healthy behaviors among children is personal hygiene and environmental sanitation. Prasetiyati (2015) explain that healthy behavior should be taught by parents since early.

Personal hygiene includes, cleanliness of the body; brushing teeth; hem school; cutting nails; washing hands. According to the research

conducted by Vismita, et al (2014), which discusses the clean living habits in children. While environment sanitation includes, dispose of waste in place, utilizing the school toilet as well, and eat a healthy food. Wakhidah (2014) said that the character of environmental care in children is not pollute the environment. According to the research by Khamidun (2012) that role play can improve child’s environmentally awareness behavior includes, protect, preserve and maintain the environmental.

The results of research on the implementation of role play method in the hygiene hadith learning toward early children’s healthy behavior is described using descriptive analysis by looking at the differences of children’s healthy behavior between the experimental group after given the treatment and control groups. The results of measurements in children’s healthy behavior in the experimental group and the control group are presented in the following table:

Table 1. Description of Research Data

Source of Variation	of	Pretest		Posttest	
		Experimental Group	Control Group	Experimental Group	Control Group
Number of students	of	18	18	18	18
Average value		84.78	80,56	109.06	81.56
the highest value		98	86	123	87
the lowest value		75	70	81	70

Based on the table, pretest of experimental group with the number of students 18 had an average of 84.78 with the highest score of 98 and the lowest score of 75. Pretest of control group with the number of students 18 had an average of 80.56 with the highest score of 86 and the lowest score of 70. Posttest of experimental group with the number of students 18 had an average of 109.06 with the highest score of 123 and the lowest score of 81. Posttest of control group with the number of students 18 had an average of 81.56 with the highest score of 87 and the lowest score of 70. It means that children;s healthy behaviour with the implementation of role play method higher than children’s healthy behavior without the implementation of role play method.

Through role play children become more interested to learning and understanding something because it is through role play, something that is done by children will be long remembered

in their memories. This was disclosed in a hadith that comes from Umar Bin Khattab Ra., He said, “I see Hasan and Husain ride on the shoulders of the Prophet Muhammad. So I said, ‘At best’ horse ‘is located below the two of you, and the best’ passenger horses’ are you two” (HR. Abu Ya’la). This hadith reveals that games such as role playing has been done by the Prophet, because of this role-playing children feel happy and interested to learn something. Rizqillah (2013) said that the storytelling method similar to role play can embed the child’s Islam behavior. In line with the research Azizah (2013) which states that role play can improve child’s speech skills.

Based on the results of samples paired t-test in the experimental group were calculated with SPSS 16, it can be seen that the value of Sig (2-tailed) is $0.000 < 0.05$ and value of $t_{count} 11.368 > t_{table} 2.101$, it means that the value of the experimental group experienced a significant improvement. While the results from independent sample t-test can be seen the value of Sig (2-tailed) is $0.000 < 0.05$ and $t_{count} 10.010 > t_{table} 2.032$, it’s mean that there is a significant difference between the value of the control group and the experimental group. According to the research by Hee Kim (2013), which discusses the role play can develop interpersonal and intrapersonal intelligence relating to the ability to overcome the problems they experienced, it means that children can understand where the behavior is good and not good. If children understand that healthy behavior is good for him, then the child will be easier to do so.

CONCLUSION

Based on the results of the analysis, can be concluded that there are differences of children’s healthy behavior in group B (ages 5-6 years) between before and after giving the treatment with the role play method. There are also difference of children’s healthy behavior between the experimental group and the control group on the implementation of role playing method in the hygiene hadith learning toward early children’s healthy behavior of group B in Dabin Aggrek Gunung-pati Semarang.

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