

THE IMPACT OF THE IMPLEMENTATION OF THE INSIDE-OUTSIDE LEARNING MODEL TOWARDS THE ABILITY TO REMEMBER HADITHS

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Abstract

Purpose of the study: The purpose of this study was to determine the impact of the implementation of the inside-outside collaboration learning model (MIOC) on memorizing the hadith of students in Madrasah Ibtidaiyah.

Methodology: The method used in the study used a quasi-experimental design using a pretest and posttest. Through the pretest and posttest, the implementation phase is carried out in the class which is used as the research sample. The sample in this study were all students in grades 3, 4, and 5 of the Ibtidaiyah Madrasah in Ponorogo Regency as many as 100 students.

Main Findings: The results showed that there was an increase in memorization results of students who were subjected to the MIOC learning model on students' hadith memorization abilities by the use of modification on the hardest learning method.

Implication/Application of this study: The results of this study are useful in the development of children's education, especially at the stage of basic education based on religion which is commonly called Madrasah Ibtidaiyah in teaching the subjects of the Koran.

Novelty/Originality of this study: Modifications of the Inside-Outside Collaborative Learning Model have structured learning activities so that it can be done by each group member which is a realization of equal participation. Thus learning memorization of traditions that can stimulate student activity by involving cooperation between students.

Keywords: *Madrasah Ibtidaiyah, MIOC, Remember Hadiths, Learning Model, Inside-outside Learning, Modifications.*

INTRODUCTION

Memorization of hadiths is cognitive results obtained based on structured learning methods through the determination of memorizing learning plans. The variety of learning methods can activate the teacher's ability to plan the memorizing learning process that makes it easy for students to memorize the hadiths and not to forget easily. The problem of memorizing becomes important and gets attention for all students as Leila Cheblia, Abderrazak Gharbi ([Leila & Abderrazak, 2014](#)) revealed that memorization is closely related to the ability to describe clear and structured verbal exposures. Only students who can memorize concepts can clearly describe and link the exposure between concepts.

Research conducted by Elaheh Sadat Lajooee and Shaban Barimani ([Lajooee & Barimani, 2013](#)) about memorizing the vocabulary of foreign languages (English) in Iran highlights the importance of memorizing language through role-playing by groups. visual is also supported by Ani Nenkova, et al ([Nenkova & All, 2007](#)) who pointed out the complexity of memorizing vocabulary in foreign languages. It is suspected that the impact of recall depends on the length of time spent completing memorizing learning tasks and remembering the material. This test is done on the ability to memorize that turns out to be complicated in recalling material that has been tested.

Considering opinions about memorization in various countries, in Indonesia through Madrasah Ibtidaiyah, hereinafter referred to as MI, uses memorization competency as the ability set in Core Competencies. Madrasah Ibtidaiyah applies hadith learning in accordance with hadith learning objectives, namely memorizing 1) giving basic skills to students in reading, writing, getting used to, and liking reading the Qur'an and hadiths; 2) Provide understanding, understanding, appreciation of the contents of the verses of al-Qur'an's Hadith through exemplary and habituation; 3) Fostering and guiding the behavior of students by referring to the contents of the verses of the Koran and Hadith. Memorization is a learning process and learning outcomes. The teacher must design memorizing learning activities to achieve optimal results. It's just that the reality of the field, in an effort to achieve learning outcomes has not been matched by the learning process. Adel Ayed al Magthwi ([Al Magthwi, 2015](#)); Wan Ahsani Fadhillah bint Wan Mahmud Khairi Muhamad Faisal Ashaari ([Ashaari, 2015](#)) explained that the improvement in the ability to interpret hadiths was measured through correlations between words that were linked to increasing the ability to understand hadith texts with a correct reading. The same thing was conveyed by Nor Musliza Mustafa, Mokmin Basri ([Nor, 2014](#)); Mahmood Mahbobi ([Mahmood, 2014](#)) found that to improve the ability to memorize foreign text (hadith) requires the support of a fun tool in the form of hardware and guidelines for teaching materials that help the learning process to avoid sound mistakes when reading.

The ability to memorize students should reflect cognitive aspects that can be maintained for a long time as a basic concept. Although not all basic material, concepts, or events must be obtained by memorization. The study of memorizing collaboration aims to find out the relationship between the concept of learning to memorize hadith and learning inside-outside cooperation.

Theories that support the inside-outside learning model of learning to memorize are memory processing theories and memorization learning. The integration of cooperative behavior with memorizing the hadith can simplify how to memorize and maintain memorization longer. Bruce Joyce ([Joyce, 2009](#)) explains that memory is a frozen pattern that only waits for a signal to move if it is awakened so that it can create new patterns that are used to access data. Repeated and ongoing processes are directed during learning from short-term memory to long-term memory which is called the activity of remembering.

Mark Blair and Don Homa ([Mark & Don, 2003](#)) explain that the memorization process requires the support of various methods to improve memorization responses that can be stored faster. Nazia Nawaz, Syeda Farhana Jahangir ([Nazia, Nawaz, Syeda, 2015](#)) accelerating memorization is important because it can show an increase in social abilities and cognitive abilities so that students can complete other learning tasks including aspects of mental attitude skills. To achieve this, guidelines need according to Anwar Mohyuddin ([Anwar, 2014](#)); Salako Taofiki Ajani, Bhasah Abu Bakar & Huarison Mohd Sidek ([Salako, Taofiki, Ajani., Bhasah, Abu Bakar & Harison, 2013](#)) explained that a clear guideline arrangement was needed to regulate the memorization process in stages in repeating sequential words to find out memorizing learning outcomes during conducive interactions. Mahmood Mahbobi ([Mahmood, 2014](#)); Nor Musliza Mustafa ([Nor, 2014](#)) states that there needs to be a clear role in memorizing to make it easier for students to compile pieces of words so that they can be stored and repeated in memorizing which are used based on word categorization or classification.

RESEARCH OBJECTIVES

The objectives of the research are –

- (1) To study the influence on the application of the collaborative memorization model in MI,
- (2) To study the effect of applying the cooperation model to memorize the hadith in MI.

LITERATURE REVIEW

Literature study conducted by linking the relationships between variables to determine the guidelines for the work steps of learning inside-outside cooperation. The scope of the variable relationship discusses (1) the process of learning activities, (2) elements involved in learning, (3) learning outcomes, (4) learning objectives, (5) student requirements for learning. The basic theory of memorizing learning and learning inside-outside cooperation is presented in Table 1.

Table 1: The basic theory of learning *inside-outside* collaboration

Relationship between variables	Memorization learning	Collaborative learning inside and outside	MIOC guidelines for memorizing hadiths
Learning process	Cognitive skills by repeating information is a way of working to maintain visual sentence phrases or messages through active participation, something that moves to increase the signal	Learning cooperation is closely related to cognitive abilities in achieving learning goals.	Memorizing as a cognitive skill is used to memorize the hadith through the recitation of the lafad, repetition is done by moving the lafad (carving paper)
Elements Involved in Learning,	Attention		The components are plan, manage, focus, associate words, help each other, interactively and aim
Learning objectives.	Awareness and associative actions,	Plan collaboration, manage, focus material and objectives	Memorizing this collaboration is carried out in basic education starting in third grade for mutual change according to the social environment.

Relationship between variables	Memorization learning	Collaborative learning inside and outside	MIOC guidelines for memorizing hadiths
Student Requirements Following Learning	Interactive	Elementary school students are able to collaborate, help each other in groups to improve the performance of ways of learning so as to improve cognitive abilities.	Real activities carried out sequentially and material association
Guide	in memorizing	Teacher interactions, groups based on interests, agreements between groups, comfortable conditions, social skills, interdependence, reciprocity, and participant, associative.	The steps are grouping, division of lafad fragments, the material is rotated to each group member, each member has been able to memorize followed by a shift with other groups. So that each group member memorizes all the hadiths.

Source: ([Kagan, 1990](#))

The term "inside-outside cooperation learning model" which is hereinafter abbreviated as Inside-Outside Cooperative (MIOC) as used in learning activities that internalize active cooperation activities alternately each group member in memorizing hadiths. Memorization is the ability to re-express the basis of the hadith in accordance with the editorials written in sequence and correct. This model was developed based on the theory of Spencer Kagan ([Kagan, 1990](#)) which describes learning inside-outside collaboration as one type of Cooperative Learning. The principle of Spencer Kagan's collaboration learning is the involvement of large groups facing each other that can be done by adults who can receive direction in a complex manner. The inside-outside collaboration learning model is a collaborative learning activity to memorize the hadiths of mutual assistance between group members in small groups followed by large groups in a responsible and fun way. Modification of the Inside-Outside Collaborative Learning Model is a collaborative student learning process with group stages, namely small groups and large groups to maximize learning conditions in achieving fast memorizing goals.

The Modification Procedure for the MIOC model follows the pattern of collaborative activities by means of students mentioning words (lafad hadith) which are beheaded alternately between group members to create memorizing learning experiences that motivate each other. Modifications of the Inside-Outside Collaborative Learning Model are oriented to the procedure of the learning model with a gradual collaboration pattern. The purpose of the cooperation stage is in the small group and the second stage in the large group is assumed to accelerate memorization.

The MIOC model was developed for hadith learning because the group stages were able to combine complex communication with all students in the classroom. It's just that the basic principles of large groups need to be simplified so that they are more easily implemented by small groups. The steps used in applying the cooperative learning model to memorize hadiths are 1) seeing (observing), there are three things namely student activity is observing the picture contained in the student's guide.

The results of the observations are used to remember the pronunciation that will be memorized making it easier for students to repeat the hadith pronunciation which is translated in the form of images. 2) Relating is what will be achieved in this stage are students can invite other students to memorize so that it is easy to repeat. 3) Associated, in this activity that will be achieved, is students can connect fragments of memorized memorization of hadith.

Members of the student group (connecting) the lafad that has been decapitated and sequencing it with other groups so that each member maintains memorization after holding a pronunciation of the pronunciation so that the student group member connects the word (lafad) with other group members. 4) Defending which describes the ability of the group of lafad students which is connected to be one unit from the beginning of the lafad until the end of the lafad correctly. 5) The goal is the achievement of objectives through the performances of students together who can memorize the hadith obtained through groups. The steps of the teacher in implementing the Inside-Outside learning model are divided into seven main steps.

Give direction to the material in each group

(1) The teacher prepares materials to be assigned to students. The teacher chooses customized material to be memorized.

Hadith is material that must be memorized because the measure of the value of the hadith material lies in the acquisition of students' memorizing.

- (2) The teacher prepares groups of students inside and outside groups based on the number of lafad that have been beheaded.
- (3) The teacher divides into groups for inner and outer groups (depending on the number of members).
- (4) The teacher decapitates the hadith based on his pronunciation into several fragments.
- (5) The teacher gives assignments to each group member in the form of fragments of the hadith pronunciation

Form a team by grouping students

- (1) The teacher gives an understanding that memorizing uses group activities.
- (2) The teacher groups students non-structurally, meaning through group counts, through friends they like or based on seats.
- (3) The teacher gives each group pieces of lafad obtained.
- (4) The teacher invites students to pay attention to other students who read fragments of the hadith.
- (5) The teacher reminds that when a fragment of the hadith reaches the student's turn, the student mentions the fragment of the pronunciation.
- (6) If each student has mentioned all the fragments, then each student arranges the sequence of the pronunciation into a complete hadith that is connected into one unit from the beginning of the pronunciation to the end of the pronunciation.

Determine the memorized material

- (1) Each student receives a fragment of the hadith pronunciation written on paper.
- (2) Each group member expresses or memorizes the recitation received.
- (3) Based on instructions (orders), students engrave (replace positions) paper in sequence.
- (4) Each group member expresses or memorizes the recitation received.

Each group member knows the material and prepares a presentation

- (1) The teacher directs the procedure for cutting the hadith to the students of the inner and outer groups.
- (2) In the first activity, members of the first group memorize the fragment of the first recitation, likewise, members of group two memorize fragments of the second hadith, members of the third group memorize fragments of the third hadith and members of the fourth group memorize fragments of the fourth hadith.

Presentation of group members in the group

- (1) Members of the first group memorize the first lafad, members of the second group memorize the second lafad, members of the third group memorize the third lafad and members of the fourth group memorize the fourth lafad. After completion, the second activity will be continued.
- (2) The second activity is carried out by members of the first group memorizing the second lafad, members of the second group memorizing the third lafad, members of the third group memorizing the fourth lafad, and members of the fourth group memorizing the first lafad. After completion, the third activity will be continued.
- (3) The third activity is carried out by members of the first group memorizing the third lafad, members of the second group memorizing the fourth lafad, members of the third group memorizing the first lafad, and members of the fourth group memorizing the second lafad. After completion, the fourth activity will be continued.
- (4) The fourth activity is carried out by members of the first group memorizing the fourth lafad, members of the second group memorizing the first lafad, members of the third group memorizing the second lafad, and members of the fourth group memorizing the third lafad.
- (5) If all group members have been able to memorize all the hadith fragments, then each group can compile the hadith completely.

Prepare small teams for large groups

The teacher uses a piece of verse that is held by the students and the students who have arrived will say the pronunciation of the hadith. This paper is a guideline for students and will be stopped if students read the pronunciation easily in order of the hadiths and memorize repeating each sequence together.

Small group presentations with other groups (between groups)

The same activities are carried out as in small teams (in groups). The difference in large group presentations is when conveying the pronunciation is done together in one group. The steps taken are as follows:

- (1) The first group memorizes the first lafad, the second group memorizes the second lafad, the third group memorizes the third lafad and the fourth group memorizes the fourth lafad. After completion, the second activity will be continued.
- (2) The second activity is carried out by the first group memorizing the second lafad, the second group memorizing the third lafad, the third group memorizing the fourth lafad, and the fourth group memorizing the first lafad. After completion, the third activity will be continued.
- (3) The third activity is carried out by the first group to memorize the third lafad, the second group to memorize the fourth lafad, the third group to memorize the first lafad, and the fourth group to memorize the second lafad. After completion, the fourth activity will be continued.
- (4) The fourth activity is carried out by the first group to memorize the fourth lafad, the second group to memorize the first lafad, the third group to memorize the second lafad, and the fourth group to memorize the third lafad. If all groups have been able to memorize the entire fragment of the hadith then each group can compile a complete hadith.

Evaluation

Each of these steps must still follow the procedure so that it is adjusted to the expected competency. This activity through steps:

Showing the memorization results from the first recitation to the last recitation through 1) each group member confirms the results of memorizing the hadith with group members, 2) all group members memorize the hadith together in front of other groups, 3) each student advances to the front of the class to show the memorization.

Students give input when there is a mistake in memorizing by: 1) each student has mentioned all the complete hadiths. 2) Each group member pays attention to other students who read fragments of the hadith. 3) If there is a mistake in mentioning the recitation, then other students join in justifying the recitation. 4) Give comments on the success of other groups. The teacher gives an assessment related to memorization accuracy.

METHOD

Research Design

The method used in the study used a quasi-experimental design using pretest and posttest ([Sugiyono, 2013](#)). The activity of learning is carried out on the students of Madrasah Ibtidaiyah classes 3, 4 and 5 as many as 100 students in which each class uses the Learning Implementation Plan (in Indonesian is Rencana Pelaksanaan Pembelajaran, RPP) which has the same syntax but is adjusted with hadith material which is memorized with a syllabus.

Research Sample

Class 3 discusses material about prayer in congregation, class four discusses material taqwa to Allah SWT while the fifth class discusses material to support orphans. Before the implementation of the learning activities, a pretest was conducted in each class, namely classes 3, 4, and 5. The teacher's teaching activities were based on suggestions and guidance as well as model and lesson plan guidelines. The end of memorizing learning activities ends with the posttest. The sample in this study was chosen by considering the grade and the coverage of lesson material which had to be identified as the baseline for selection.

Instrument and Procedures

The evaluation used in memorizing is the child's ability to present the order of the hadith correctly, the speed in memorizing the hadith, and the effort to maintain the hadith for a long time. The problem that often arises is that students of Madrasah Ibtidaiyah can memorize immediately but memorize it immediately. Students do not have a long time memorizing defenses because they are influenced by several things, one of which is the process of memorizing individuals with evaluations that worry students. The assessment is done verbally to find out the ability to present memorization with an indication that students can rank the pronunciation correctly, say the pronunciation in tartil, and maintain memorization for a long time. Hadith memorization skills in Madrasah Ibtidaiyah are still few that use oral, tend to go through written

tests. The pronunciation of the pronunciation in the model makes it easy for students to recite the tartil and interpret the meaning of the memorized memorization.

Research Hypotheses and Data Analysis

The hypothesis used in this study is

- (1) H_0 : There is no influence on the application of the collaborative memorization model in MI, and
- (2) H_A : There is an effect of applying the cooperation model to memorize the hadith in MI.

After the prerequisite tests are met the next step is to test whether there is an effect of applying the MIOC learning model to memorize student learning outcomes. To find out whether or not this influence in this study uses a t-test.

RESULTS

Impact of MIOC Learning Implementation

Through the pretest and posttest, the implementation phase is carried out in the class which is used as the research sample. The samples in this study were all students in grades 3, 4, and 5 of the Ibtidaiyah Madrasah in Ponorogo Regency. There are two groupings, namely the high school group and the low school group. In each group one school was taken, in one school one class was taken with grade 3, grade 4, and grade 5.

Table 2: Results of Implementing Inside-Outside Learning Models

Class	Pre-Test			Post-Test			n
	Amount of Values	Mean	SD	Amount of Values	Mean	SD	
3	980	49.00	8.69	1225	61.25	7.07	20
4	1216	52.87	7.17	1568	68.17	8.19	23
5	1075	53.75	9.68	1285	64.25	10.12	20

Source: (Data Process Result, 2019)

The table shows that there is an increase in memorization results of students who are subjected to cooperative learning models memorizing the hadith. Before being given treatment the average test results in grade 3 were 49 then after being treated it rose to 61.25. In line with the results in class 3, class 4 and class 5 also increased. In class 4 which was originally 52.87 to 68.17 while grade 5 averaged pretest 53.75 to 64.25. The graphs for increasing student learning outcomes can be seen in Figure 1.

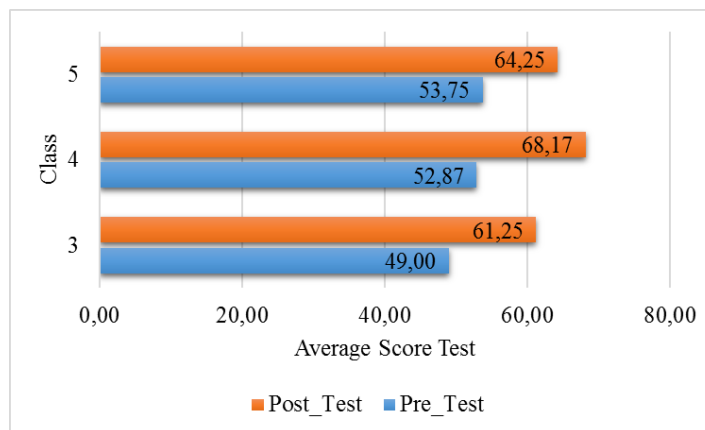


Figure 1: Average Limited Test Results

Source: (Data Process Results, 2019)

These results indicate that the inside-outside learning model influences the ability to memorize the hadith of students in MI. Bruce Joyce (Joyce, 2009) explains that memory is a frozen pattern that only waits for a signal to move if it is awakened so

that it can create new patterns that are used to access data. Repeated and ongoing processes are directed during learning from short-term memory to long-term memory which is called the activity of remembering or memorizing. The normality test in this study uses the Kolmogorov-Smirnov One-Sample Test using the SPSS program, while the homogeneity test uses the Levene test. The results in classes 3, 4, and 5 obtained Asymp Sig. (2-tailed) in each class is more than alpha value, it can be concluded that the data is normally distributed. While the homogeneity test results obtained sig. greater than a significant level of 5%, it can be concluded that the data are homogeneous. After the prerequisite tests are met the next step is to test whether there is an effect of applying the MIOC learning model to memorize the student learning outcomes. To find out whether or not this influence in this study uses a t-test. The results of the t-test are summarized, then presented in Table 3.

Table 3: Summary of t-test results

Class	Paired Differences			95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
				3	9.571			
4	1.128	16.438	2.632	5.953	16.610	4.286	38	.000
5	9.714	16.624	2.810	4.003	15.425	3.457	34	.001

Source: (Data Process Results, 2019)

The results of data analysis in class 3 obtained Sig. (2-tailed) 0,000 with a significance level of 5%. Sig value less than a significant level so H_0 is rejected. So it can be concluded that the cooperative learning model memorizing the hadith gives an influence on student learning outcomes. The results of data analysis in class 4 obtained Sig. (2-tailed) 0,000 with a significance level of 5%. Sig value less than a significant level so H_0 is rejected. So it can be concluded that the learning model A influences student learning outcomes. The results of data analysis in grade 5 obtained Sig. (2-tailed) 0,000 with a significance level of 5%. Sig value less than a significant level so H_0 is rejected. So it can be concluded that the cooperative learning model of memorizing hadiths affects memorizing student outcomes.

DISCUSSION

The concept of memorizing learning is specifically designed to increase students' capacity in storing and obtaining information from the surrounding environment. As a result of learning is a change in behavior because the experience gained is different from before. Memorization is a result of efforts to save memory through certain steps or activities. Memorizing steps taken can facilitate memorization of the memory because it can pay attention to symbols, connect symbols, and know the meaning of memorized symbols.

Ausubel (David., 2000) explains that (memorization) rote learning is a temporary learning activity that can be increased if it has the availability of materials that interact in the learning process to help store various variables memorized due to memorization to increase the ability to interpret (meaningful learning) and understand. Kenneth L. Higbee and Ricki Linksman (Higbee. & Ricki, 2013) suggest several ways to measure success in remembering, these are as follows: first, recall tells what is remembered. Second, recognition, students can mention each item or vocabulary. Third, relearning, retrying material that has been learned. While the success indicators of memorizing skills are students can remember words or simple expressions, the ability of students to connect words that they remember, and finally be able to say the words that are connected.

Joice and Weil (Joyce & Weil, 2009), explained that the model has two components of the impact of the model in student learning that is interdependent namely instructional impact and accompaniment impact. Each impact has a learning objective that is the instructional impact to be achieved is knowledge and skills due to the implementation of the teaching program (learning unit) which is carried out by the teacher after the teaching and learning event meeting finishes. The results to be achieved pertaining to the cognitive domain (knowledge) and the psychomotor domain (skills). Both of these domains can be measured concretely, surely, and hence the results of the evaluation can be obtained directly.

The characteristics of the cognitive domain are: first, the knowledge that covers factual aspects and memories (something that must be recalled). In the modification of the IOC model to memorize the competence, it is expected that the ability to memorize students well and coherently. Secondly, understanding requires the ability to capture the meaning or meaning of a concept so that competence that appears in this module expects to understand the meaning of the learned hadith. Third, the application is the ability to apply a concept in a new situation while the realization in this model is that students can apply the hadith in real situations as the teachings of the hadith. Fourth, the analysis is the ability of students to solve the hadith pronunciation which is related to other themes that are in harmony with the hadith material by utilizing the three

previous abilities. Fifth, synthesis is the ability of students to state the elements or parts into one integrity where the lafad hadith uses all of its relationships with the four previous competencies as an effort to strengthen previous competencies to facilitate memorization. Sixth, evaluation is the ability of students to make decisions about the positive impact on hadiths implemented by students. To conduct an evaluation, knowledge, understanding, application, analysis, and synthesis are needed. The real instructional impact is the mastery of teaching materials, the ability to understand the material, the ability to solve problems.

Reflections on research results at each stage of the MIOC learning model

Seeing

Reflection of the results at the seeing stage, namely when students are given student worksheets (LKS) for students, the observations are noisy for the first time receiving LKS and memorizing models that are different from before. Some students need adjustments to observe the picture, the picture is adjusted with the pronunciation, fragments of the observed pronunciation is too long and difficult to memorize.

Based on these data there needs to be an improvement in the image and adjusting the image with the lafad so that it is easily understood as a memorandum of memorization. How to learn students using this model there need to be detailed instructions so that students do not have trouble connecting the pronunciation. In terms of observations still need improvement so that students easily utilize the model of cooperation to memorize the hadiths at Madrasah Ibtidaiyah. In terms of observation, teachers should give instructions in unison so that understanding occurs in observations, given that the cognitive view of learning activities as the presentation of information to students that allows students to read, see the material and think about ideas, the ideas of Al Januszewski and Molenda ([Janeszweki & Molenda, 2008](#)).

Dale H Schunk ([Schunk, 2012](#)) states that information processing that occurs in students emphasizes the active information processors as perceptions they face in the environment and meaningful new knowledge to be maintained and used in the future.

Relating

It is often revealed in activities that invite other friends to memorize the hadith about the translation of decapitated material lafad, the tendency of how to compile a decapitated hadith lafad, and display the sequence of images but through verbal lafad verbally. The teacher's questions tend to be the delivery of material in advance to explain the content even though the RPP explains the ability to memorize grade 3 hadiths, piety material for grade 4 and to support orphans for grade 5. In this process, there are still improvements to the inviting arrangements that teachers convey to students and students to students.

Associated

Difficulties that arise when students connect to mention lafad are mistakes in mentioning lafad, not immediately mentioning lafad (dazed or unfocused) which results in cheering and the class becomes rowdy, difficulty spelling lafad causes students not to immediately engrave to their friends. Too fast when engraving images causes noise that is balanced with a loud noise to show that students can learn to memorize the hadith in order and correct.

The low information carried out in collaboration resulted in the process of engraving the pronunciation stopped on the dominant student. While students who are not enthusiastic will only wait and remain silent. The anticipation is that the teacher as the facilitator correctly arranges the changing of the hadith pronunciation.

Defending

The ability of students to maintain the hadith sequence correctly is not experienced by all students. When memorizing in groups and holding pictures students can still express the pronunciation well but if the drawing is closed there are still people who have difficulty memorizing the hadiths. The thing that students do is to maintain memorization by reminding the results of memorization of the recitation together with other group members by engraving or shifting fragments of the hadith pronunciation. The difficulty is remembering closed images that are closed.

The ability of students to maintain the hadith sequence is related to the ability of human memory, actively selecting sensory data that is processed, transforming data into meaningful formations, and storing a lot of information for the future in long-term memory. James K Walet ([James, 2011](#)) tends to emphasize that the main function of short-term memory is to temporarily safeguard incoming information before moving to long-term memory through the workings of memory that is not just moving and stored. Carole Wade and Carol Tarvis ([Carole. & Carol, 2008](#)) state that the real form of the short-term memory capacity of some chunking of memory in the form of phrases, sentences, or visual impressions depends on previous experience, namely specific meaningful information or those involving strong emotions will be transferred more quickly to long term memory.

Goal

Memorization results can be assessed by members of the group whose results are children do not believe that memorization is not good and will usually argue when asked to repeat the memorization. With the help of other group members or teachers, they can ensure that the memorization of their members still needs improvement. After all students in the group memorize the group members show memorization with the other groups. Memorization results can be done independently or together in front of the class depending on the agreement of the group to assess the memorization. The acquisition of memorization results shown independently is not too much, students tend to memorize together in front of the class. Teachers must build student confidence by motivating that they can memorize independently in front of the class through a cooperative learning model memorizing the hadiths.

CONCLUSION

The impact of applying the inside-outside collaboration learning model (MIOC) can help students who have difficulty memorizing the hadith. Memorization activities carried out together and in groups, this aims to help resolve the difficulties in memorizing the hadith done by the teacher through structured and clear steps. The result of the model developed is that students can maintain their memory as cognitive abilities. The use of cooperative learning models can invite students to learn actively and be involved with cooperative learning models in memorizing hadiths. As a result, students easily memorize decapitated hadiths, can rearrange the hadiths correctly, maintain memorization properly, and are involved in providing input to students who are still experiencing errors. In cooperative learning, the model can build the value of cooperation because it is responsible for the success of each group member.

LIMITATION AND STUDY FORWARD

This study shows that the hardest memorization needs a new method to come with as a solution related to the problem of its acquisition. The conventional method as for many decades applied from generation to generation is seen to be less effective to reach the goal. The new method of inside and outside learning is proven to be effective but it is limited only for the hardest learned at *Madrrasah Ibtidaiyah* or Islamic primary school. It is highly recommended for the father research so conduct a wide range of hadist regarding the higher level of education by integrating the use of technology. The findings in this study can be used as the stepping stone to do similar research.

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