



## ***Jarimatika* method of daily prayer: Does it affect children's spiritual intelligence?**

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### **Keywords**

*Daily Prayer; early childhood; jarimatika method, memorizing, spiritual intelligence*

### **Abstract**

Memorizing daily prayers has become a daily lesson in kindergarten. However, they find it challenging to memorize daily prayers without knowing the meaning, not understanding what is memorized, and they forget if not repeated and practiced by the teacher. This study aims to determine whether there is an influence between memorizing daily prayers by using the *jarimatika* method on children's spiritual intelligence at Malahayati Kindergarten, South Aceh. The *jarimatika* method of daily prayers relies on knuckles in memorizing daily prayers. Spiritual intelligence includes the development of awareness to build relationships with others in an ethical, moral and humane manner. This study used an experimental method with the number of samples taken in this study consisting of 11 children aged 5-6 years as the experimental class. The data analysis technique used is t-test, hypothesis and normality test. The results of data analysis obtained  $t_{count} > t_{table}; 17.33 > 1.812$ .  $H_a$  is accepted, and  $H_o$  is rejected. Therefore, the *jarimatika* method increases children's memorization of daily prayers and affects the spiritual intelligence.

## **A. INTRODUCTION**

The golden age period is a time of growth that requires the involvement of adults around the child. Involvement that can help children's development can be a stimulus for children's physical growth and skills (Hasibuan et al., 2021). Early Childhood Education (ECE) is a means of forming a child's personality, meaning that education is a systematic activity and a directed system for creating students' character (Dimiyati, 2013). Education as personal

formation includes two goals; unique appearance for immature or adults, in this case, including the physical-motor formation of children and the child's spiritual development. As the goal of early childhood education is a simulation of children's spiritual development, which still needs to be optimally implemented in academic units, only a few schools based on Islamic education are implemented because it follows school goals (Febriani et al., 2015). One of the processes to improve children's spiritual intelligence is instilling religious values from an early age, one of which is memorizing daily prayers in learning.

Prayer is the core of worship and the most meaningful of something (worship) because the reading of the prayer in each of our worship contains a prayer (Negara & Irsyadi, 2018). Praying does not know adults or children; even though they have to pray, a child does not understand but must be taught early. A child has to get used to it know God by praying for cognitive, affective and psychomotor development well developed. Daily prayer is an intermediary between humans and creators in terms of expecting the necessities of life in this world and in the hereafter, begging and complaining about the trials they face, or asking for protection from all kinds (Al-marfani, 2006). Daily prayers in early childhood education are adjusted to the education unit curriculum. In developing the potential awareness of children's religious values, parents or educators should teach children in a good way and language and teach easy and simple daily activities based on prayer. For example, when starting and after learning, wanting to eat, play, sleep, bathe, wear clothes, and other, always start by reading *basmalah* (*Bismillahirrahmanirrahim*), then continue to pray as taught by the Prophet Muhammad, and end with *hamdalab* (*Alhamdulillahilabbirabbil 'alamin*)—in addition, familiarising children with *Thayyibah* sentences such as, *Subhanallah*, *Alhamdulillah*, *Maasya Allah*, *Allahu Akbar*, and *istighfar* (*astaghfirullahal'adhim*) (Sahliah & Junaedi, 2021).

Memorizing daily prayers in early childhood aims to improve children's spiritual intelligence. Spiritual intelligence relates to a person's ability to understand the self-awareness contained in Him and his relationship with his existence in this life. This intelligence is also associated with one's awareness of what is happening to him (Sefrina, 2013). In child development, spiritual intelligence includes the development of attention to building relationships with others ethically, morally and humanely. It also consists of an understanding of values (such as the value of honesty and respect) as well as an understanding of other concepts, such as the concepts of "right and righteous" and the concepts of "consequences and responsibility" (Meggit, 2013). This concept is the basis for the formation of children's character.

Efforts to introduce children to Islamic lifestyles must be developed, given the many shifts in children's lifestyles today, such as not respecting parents, being disrespectful to teachers, and decreasing enthusiasm in recognizing religious values. Children's spiritual intelligence from an early age significantly impacts their piety, intellectual and emotional in the future. The purpose of education from the religious aspect is to gain knowledge, appreciation and practice of religious values that can be a provision for the formation of a personality based

on religious values reflected in their daily attitudes and behaviour (Authar, 2018). Facing things like this, necessary to increase the spiritual intelligence of children so that they know what is allowed or not to do, one of which is the learning pattern of memorizing daily prayers in early childhood using the *jarimatika* method. The finger method is one of the primary methods of utilizing media bound to children, namely the fingers (Ahmadin dan Wajjun, 2014).

*Jarimatika* is a method of counting in operation times-divide-plus-subtract using fingers. *Jarimatika* is a way to calculate math using finger tools (Purwaningsih et al., 2018). The selection of the method to be used must be relevant with the aim of mastering various concepts, transitions and symbols variety of materials, media and forms of activities to be carried out. The expected ability to stimulate arithmetic in young children's early learning can be achieved through the mastery of concepts, transitions and symbols contained in all mathematics paths, including patterns, classification numbers, size estimation geometry and statistics (Laela & Suyadi, 2020). The *Jarimatika* method has been applied and produced several research results, including the use of the *Jarimatika* method in memorizing the Al-Quran, which is a process that requires special attention from the teacher in remembering the Al-Quran for early childhood. Still, the fact is that using the Al-Quran Al-Qur'an method is an effective method and optimal for early childhood (Harlita, 2019), research focuses on memorizing the Al-Quran. Then, using the Al-Qur'an *jarimatika* method in schools has succeeded in increasing the ability to remember Asmaul Husna in children (Febriani et al., 2015); this research focuses on learning Asmaul Husna.

Previous research related to the *jarimatika* method has been conducted by several researchers. The *jarimatika* method can foster a sense of pleasure in counting in students because children learn counting tricks using their fingers (Kurniawan, 2020). There is also research on applying the *jarimatika* method that affects the memorisation of *Juz'amma* short letters for early childhood in Banjarmasin (Asiyah, 2021). Another study about the *jarimatika* method is in managing in-service training programs in developing Bait Qurany Saleh Rahmany teachers in Banda Aceh City—the research aimed at teachers developing the *jarimatika* method to achieve a quality program (Taufiq, 2020).

The previous research studies above found that some of the problems that arose were memorizing the Al-Qur'an, *Asmaul Husna*, Short *Surabs* and *Juz'amma*, which had issues carried out by early childhood (Harlita, 2019). The research that the researchers conducted was centred on memorizing daily prayers, which were carried out in the day-to-day learning of early childhood aged 5-6 years. The researcher focuses on the application of the memorization method of memorizing daily prayers, which is carried out in the Malahayati Kindergarten, Aceh Selatan. By researching the memorization of daily prayers using the *jarimatika* method, it is hoped that it can develop the spiritual intelligence of early childhood aged 5-6 years.

The results of observations made at the Malahayati Kindergarten, especially for group B children, aged 5-6 years, show there are still children who have not yet developed their spiritual intelligence, there are still children who have difficulty memorizing daily prayers

without knowing the meaning and understanding what remembered. By memorizing without understanding, children do not develop self-awareness as God's creatures and do not do what they have learned as good deeds. Therefore, researchers use the *jarimatika* method so the child's spiritual intelligence becomes optimal or develops well. The educator asks the children to come forward individually to recite the prayer; many still need to. From the description above, the researcher observes that the spiritual development of children is still underdeveloped, especially in practising daily prayers. It is due to the limitations of learning methods in Malahayati Kindergarten and the lack of stimulation or training children in reading daily prayers. Based on the observations above, the researcher is interested in researching the effect of memorizing daily prayers using the *jarimatika* method on the children's spiritual intelligence.

## B. METHOD

The research design uses experimental research, namely the quantitative approach method. This study uses a pre-experimental research design with a quantitative approach, namely one group pre-test and post-test design using one class as the experimental class (Jaya, 2012), namely by giving a spiritual intelligence ability test which is carried out in both sample groups with the same test but memorizing different prayers to know the results of the influence of using the *jarimatika* method in early childhood.

The subjects used in the research also include the population and sample. The population determined in this study were children in group B Malahayati kindergarten, Labuhan Haji Barat, Aceh Selatan. The sample is 11 children. The data collection techniques used are observation and documentation.

Table 1. Level of Achievement of the Development of Spiritual Intelligence

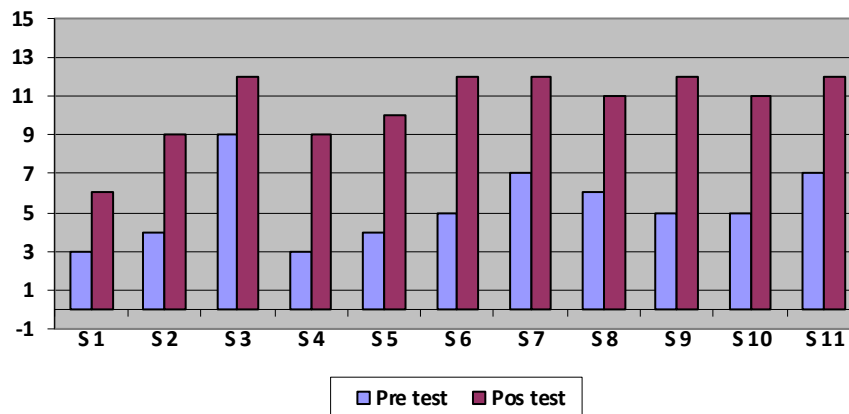
No.	Achievement Indicators	Assessment Criteria
1.	Children are able to read <i>du'a</i>	
2.	Children are able to read <i>du'a</i> and practice them	
3.	Children are able to read <i>du'a</i> , practice them, and repeat them.	
4.	Children are able to read <i>du'a</i> , practice them, repeat them, and understand them.	

Observations were made to collect all data about the child's spiritual intelligence that had been examined before using the daily prayer *jarimatika* method. Furthermore, documentation is a record of past events. Documents can be in writing, pictures, or monumental works of a person. The documents that can be collected are the identity of students, teachers, photos of activities, schools and other things that are deemed necessary. Data analysis in this study used descriptive quantitative research to explain phenomena that

occur by using numbers to present individual or group characteristics. In this study, data analysis techniques were carried out by T-test and hypothesis testing (Matondang, 2009).

### C. RESULT AND DISCUSSION

In the experimental class, three stages were used; pre-test (before treatment), treatment (treated using the daily prayer recitation method), and post-test (after being treated with the daily prayer recitation method). Apart from the results of the hypothesis, the results of the initial test analysis, namely the overall average value of the pre-test score of 5.27, can be designed with the category of starting to develop, and the results of the final test with the overall results of the post-test score reaching an average value of 10.5 with the category very well developed. It can be seen in the following graph.



Graph of Comparison of Pre-test and Post-test Scores

The research uses three indicators; the first is introducing daily prayers with teacher demands, the second is imitating the prayer movements correctly, and the third is saying a prayer before and after doing something. Apart from the results of the hypothesis, the results of the initial test analysis, namely the overall average value of the pretest score of 5.27, can be designed with the category of starting to develop, and the results of the final test with the overall results of the posttest score reaching an average value of 10.5 with the category very well developed.

The daily prayer *jarimatika* learning uses fingers and hand movements, meaning that children are expected to move both hands and fingers when memorizing. The learning process is by raising the right and left hands and then memorizing the prayer accompanied by hand movements according to the meaning of the word being read so that the child understands the meaning and reading of the prayer (Mulyani, 2011).

The following is the technique of memorizing the daily prayers of *jarimatika* for the spiritual intelligence of early childhood:

اللَّهُمَّ اغْفِرْ لِي ذُنُوبِي وَلِوَالِدَيَّ وَارْحَمْهُمَا كَمَا رَحِمْتَ بَنِي صَغِيرًا

The technique is as follows:

1. Read the first word that will be memorized.
2. When memorizing, do hand movements by understanding their meaning
3. The number of words in the prayer piece is counted using the fingers.
4. Keep repeating until one prayer is completed perfectly.

Malahayati Kindergarten Labuhan Haji Barat is an early childhood education institution that strives for coaching aimed at students by providing educational stimuli to help the growth and development of children so that they are ready to enter further education. Early childhood education is a vehicle for education fundamental to provide a basic framework for the formation and development of the foundation basic knowledge, attitudes, and skills in children. Process success education at this time became the basis for the success of the educational process at the next time and level. The success of implementing education in Early Childhood Education institutions is dependent on education systems and processes that are carried out. It means management in the ECE Institutions is the key to success in education (Dartono, 2016).

Students are in a critical period, the leading benchmark in choosing the proper learning method. The method is adapted to child characteristics. That kid in learning is still using a learning approach while playing. They are deep, know the value, feel value, and even do value in a fun way. In addition, children in learning value still use their imagination (Nuryanto, 2017). It is because early childhood prepares them to enter Elementary School and pays attention to and helps develop aspects of child development, one of which is the child's spiritual development; this development is interpreted as having more attachment to something spiritual in achieving goals and meaning life.

Teachers as educators can develop children's spiritual intelligence by teaching and familiarizing children with matters related to spiritual intelligence. However, before the teacher carries out the learning process, the teacher first prepares the lesson plan with learning methods following child development indicators to achieve learning objectives. For example, the teacher exemplifies using the daily prayer *jarimatika* method for children's spiritual intelligence by reading and practicing daily prayers with hand movements. Prayer is an essential thing to raise our spirits because if the power of prayer is used in human life, there is hope for a better life that will be answered through daily prayers that continue to be practiced (Hakim, 2004).

Spiritual intelligence is the ability to solve meaningful problems, placing behavior and life in the context of a broader meaning (Rakhmat, 2007). Early children with spiritual intelligence try to pay attention to all kinds of incidents and events by sticking to their religion. Spiritual intelligence is not only owned by adults but also by children. A series of studies have

concluded that children from an early age own the potential and talent for spiritual intelligence. Intelligence spirituality can be developed at home, at school, and in the surrounding environment (Nuryati, 2017). When children face unwanted problems, children begin to accept them, even though slowly, and become an encouragement to live a better life. When a child experiences pain or a sibling who is sick, he prays to God to give him painless healing.

When lessons start at 8 am, the teacher will lead *ta'awuz* and *basmalah*, then continue reading daily prayers using the *jarimatika* method, followed by the children, for example, prayers for parents or prayers before and after meals. Repetition of daily prayers using the *jarimatika* method strengthens children's memory of their memorization and increases understanding of the prayers read. After the teacher leads and is followed by the children memorizing daily prayers using the *jarimatika* method, the teacher asks the children to practice them one by one in front of their friends appointed by the teacher, the aim is for the children to have a brave attitude among their fellow children. This is also useful so that children get used to having a sense of responsibility to be able to learn according to directions. Then, the teacher participates in re-reading while correcting the wrong daily prayer readings.

In this research, the data shown in the t-test calculation, the  $t_{\text{count}}$  value is obtained compared to the  $t_{\text{table}}$  value at a significant level  $\alpha = 0.05$  with  $dk = n-1$ , based on the calculation of the t-test obtained  $t_{\text{count}} 12.969$  then  $t_{\text{table}}$  with  $dk (11-1 = 10)$  then,  $t_{\text{count}} > t_{\text{table}}$  which is  $12.969 > 1.812$ . Thus  $H_a$  is accepted, and  $H_o$  is rejected.  $H_a$ , the influence of the *jarimatika* method has an effect on increasing the memorization of daily prayers in the children in Malahayati Kindergarten, Labuhanhaji Barat, Aceh Selatan. The research results were conducted in class B1 children using three indicators; introducing daily prayers with teacher demands, imitating prayer movements in the correct order, and saying a prayer before and after doing something. Some research in also showed that spiritual intelligence in children is also influenced by audio-visual media (Authar, 2018), and study groups (Syarifina, 2020) so that the *jarimatika* method, which combines movement, sound, and cooperation, has a good effect in improving children's spiritual intelligence in terms of reading prayers.

Furthermore, memorizing the daily prayers using the *jarimatika* method shows that the children are excited and interested in playing the hand movements while memorizing the daily prayers. Learning the daily prayer *jarimatika* method begins with the teacher practicing according to the meaning then inviting the children to memorize simultaneously according to instructions (Syariati, 2002). Learning can foster a sense of joy in learning by applying the *jarimatika* method to students (Kurniawan, 2020). It is in line with Herlina's research (2014) that shows the ability of children to read prayers in daily activities has increased significantly very well after being given action in the form of implementing memorizing activities. The research results state that at the age of 4-7 years, the development of children's memory is permanent. So, it is improbable to forget, and this development will reach its best intensity when children are between 8-12 years old (Sulichah & Khotimah, 2021).

The spiritual intelligence of children in the Malahayati Kindergarten Labuhan Haji, South Aceh is influenced by several factors including the teacher as an educator and a good role model for students at school. Parents also play a role when students are at home and also supervise the behavior of children. Teachers and parents work together to develop children's spiritual intelligence. The role of parents in the intelligent, spiritual child is vital because to create human beings with noble characters who believe in and fear God Supreme One requires spiritual intelligence so that in the future, humans can live life well (Istiqomah et al., 2022).

#### D. CONCLUSION

The *jarimatika* method has a significant influence on children's spiritual intelligence. It is evident from the pretest and post-test results. The learning process of memorising daily prayers by applying *jarimatika* is fun and makes it easier for them to practice, repeat and understand it in everyday life. This research is expected to be a reference for early childhood teachers in teaching daily prayers in early childhood and increasing children's spiritual intelligence.

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