



Implementation of the *Nadhom Aqidatul Awam* Memorization Method in Introducing Fundamental Faith

Nur Asiyah Sholihah Thomafi*

Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

*lilikthomafy@gmail.com

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Abstract:

This study aims to explore the application of the *Nazam Aqidatul Awam* memorization method in introducing *aqidah* to elementary school students in strengthening the basics of Islamic *aqidah*. The study is based on the challenges of introducing and instilling *aqidah* in students amidst the rapid influence of globalization and unfiltered information. The research method used is a descriptive qualitative approach with a case study design, which collects data through interviews, observations, and documentation from related parties such as principals, teachers, and students. The research findings show that the *Nazam Aqidatul Awam* memorization method effectively improves students' understanding of the basic teachings of Islamic *aqidah*, especially in monotheism, angels, and prophets. Using this memorization method also positively impacts the development of students' morals, ethics, and discipline and builds better character. The contribution of this study is to provide insight to academics and teachers in developing *aqidah* learning methods in elementary schools by emphasizing the importance of combining traditional and modern approaches in religious education. These findings indicate that the school has successfully implemented strategies to improve the quality of *aqidah* learning, which can be applied as a model for other Islamic educational institutions in strengthening the *aqidah* of the younger generation.

Key Words: *Memorization Method, Aqidatul Awam, Aqidah Education, Islamic Learning*

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi penerapan metode hafalan *Nazam Aqidatul Awam* dalam mengenalkan *aqidah* kepada siswa sekolah dasar dalam memperkuat dasar-dasar *aqidah* Islam. Penelitian ini dilatarbelakangi oleh tantangan dalam mengenalkan dan menanamkan *aqidah* kepada siswa di tengah derasnya pengaruh globalisasi dan informasi yang tidak tersaring. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif dengan desain studi kasus, yaitu pengumpulan data melalui wawancara, observasi, dan dokumentasi dari pihak-pihak terkait seperti kepala sekolah, guru, dan siswa. Hasil penelitian menunjukkan bahwa metode hafalan *Nazam Aqidatul Awam* efektif dalam meningkatkan pemahaman siswa terhadap ajaran dasar *aqidah* Islam, khususnya tentang tauhid, malaikat, dan nabi. Penggunaan metode hafalan ini juga berdampak positif terhadap perkembangan akhlak, etika, dan kedisiplinan siswa serta membangun karakter yang lebih baik. Kontribusi penelitian ini adalah memberikan wawasan kepada akademisi dan guru dalam mengembangkan metode pembelajaran *aqidah* di sekolah dasar dengan

menekankan pentingnya memadukan pendekatan tradisional dan modern dalam pendidikan agama. Temuan ini menunjukkan bahwa sekolah tersebut telah berhasil menerapkan strategi peningkatan mutu pembelajaran aqidah, yang dapat dijadikan model bagi lembaga pendidikan Islam lainnya dalam memperkuat aqidah generasi muda.

Kata Kunci: *Metode Hafalan, Aqidatul Awam, Pendidikan Aqidah, Pembelajaran Islam*

INTRODUCTION

The current phenomenon regarding students' faith is often a significant concern in Islamic education. In a rapidly developing society with an unfiltered flow of information, many students are exposed to various external influences that can disrupt the stability of their faith (Lauermann & ten Hagen, 2021; Leo et al., 2021; Reeskens et al., 2021). One of the biggest challenges in education is instilling strong beliefs in children from an early age (Isom et al., 2021; Munthe et al., 2023; Suri & Chandra, 2021). This becomes increasingly complex with the many beliefs that conflict with the correct principles of the Islamic faith. Social media, globalization, and technological advances have significantly impacted the mindset of children, who are often vulnerable to deviant ideologies (Al Dwakat et al., 2023; Arifin, 2024; Purwanto & Wafa, 2023). So, it is essential for educational institutions, especially in Islamic schools, to find the right way to strengthen students' faith. The role of parents and schools is very decisive in shaping children's personalities and beliefs so that they remain strong despite facing various challenges of the times.

One method that has long been used in Islamic education to strengthen the *aqidah* is memorizing books that contain the central teachings of the *aqidah*. One is *Aqidatul Awam*, a small book that presents the basic material of Islamic *aqidah*. The method of memorizing the *Aqidatul Awam* book in Islamic schools has proven effective in introducing and instilling the correct *aqidah* in students from an early age (Bahalwan & Yenuri, 2023; Efendy et al., 2023; Yasin & Khasbulloh, 2022). By memorizing the *nazam* or poetry in this book, students not only remember the main points of the *aqidah* but also understand its values. This memorization is a fun medium for students because apart from strengthening their understanding of *aqidah*, this method also involves cultural and artistic aspects, which makes it easier for students to accept. Therefore, memorizing the book *Aqidatul Awam* is an effective solution for strengthening students' *aqidah* and being a fun learning tool.

The *Aqidatul Awam* Book is a book that contains the central teachings of Islamic *aqidah*, which are essential for every Muslim to understand, especially for those who are new to Islam (Madakir et al., 2022; Muchtar et al., 2023). This book is arranged in the form of *nazam* or poetry consisting of 57 stanzas, which are easy for children to memorize. This book covers various essential topics in *aqidah*, such as the pillars of faith, the attributes of Allah, the characteristics of the Messenger of Allah, basic teachings about the unseen world, and other things that are part of the Islamic faith (Syafi'i et al., 2022). This book is straightforward to understand

and contains teachings essential for a Muslim's life. *Aqidatul Awam* was written by a great scholar, Shaykh Ahmad bin Muhammad Al-Marzuqi, who received inspiration from the Prophet Muhammad SAW in a dream. Therefore, this book has its blessings, making it essential for every Muslim to memorize and study it (Arifudin, 2022; Zuhdi, 2023). This book is very relevant to the efforts of *aqidah* education in Islamic schools because its contents are simple and easy for children to understand.

Several journal findings relevant to the topic examine the application of memorization methods in *aqidah* education. Nur and Junaedi (2021) showed that the memorization method in the form of *nazam* can increase students' learning motivation in understanding *aqidah*. Memorizing the *Aqidatul Awam* book through repetition positively impacts students' memory (Ahyyar et al., 2023; Toharudin et al., 2023). Ivanova and Dimova-Severinova (2021) stated that memorization involving various techniques, such as listening and writing, can accelerate students' understanding. Memorizing significantly impacts introducing students to fundamental concepts (Ali Mansoor et al., 2023; Futami et al., 2022; Rosyada-AS & Apoko, 2023). Muchtar et al. (2023) revealed that memorizing the *Aqidatul Awam* book is essential in shaping the character of students who believe. Gusmian and Abdullah (2022) highlighted the importance of teaching *aqidah* in the form of *nazam* because of its relevance to aspects of Islamic culture. Memorizing the *nazam* also positively strengthens students' worship, such as through prayer and supplication (Misra et al., 2021). All findings show that remembering the book *Aqidatul Awam* can effectively strengthen students' *aqidah*.

Many studies have studied the method of memorizing the book *Aqidatul Awam*, but research gaps still need to be explored more deeply. One of the gaps found is the lack of research that examines the influence of the *Aqidatul Awam* book memorization method on strengthening students' faith at the elementary school level, especially in Islamic schools, with a more contemporary approach. Therefore, the novelty of this research is to examine in more depth the application of the *Aqidatul Awam* book memorization method at the elementary school level, as well as explore the factors that can influence the effectiveness of this method in strengthening students' *aqidah*.

This research explores how the method of memorizing the book *Aqidatul Awam* can be applied effectively to strengthen the *aqidah* of SDIT Avicenna Lasem students. The primary focus of this research is to analyze how the memorization method through *Nazam* can boost students' understanding of the basic concepts of Islamic *aqidah* and see how students can accept this method in a more enjoyable learning context. This research will be carried out at SDIT Avicenna Lasem, which has implemented this method in its curriculum. It is hoped that the results of this research can provide new insights for Islamic religious education in elementary schools and become a reference for developing *aqidah* learning methods in the future.

This research significantly contributes to developing Islamic religious education at the elementary school level. By examining in depth the influence of the *Aqidatul Awam* book memorization method, this research can provide a clearer picture of the effectiveness of this method in strengthening students' *aqidah*. It is also hoped that the research results can contribute to developing more creative and effective learning methods, making students more interested in studying Islamic beliefs. Educators and educational practitioners can use the results of this research to improve the quality of Islamic religious education, especially in teaching the faith at an early age. Thus, this research is crucial not only for the world of Islamic education but also for maintaining and strengthening the younger generation's faith in facing the increasingly complex challenges of the times.

RESEARCH METHODS

This research was conducted at SDIT Avicenna in Soditan, Lasem, Rembang, Central Java. This school was chosen as the research subject because it has applied the method of memorizing the book of *Aqidatul Awam* as part of the curriculum to instil *aqidah* in students. The research approach used in this study is qualitative descriptive with a case study design (Ezer & Aksüt, 2021). This approach was chosen to explore in depth how to apply the method of memorizing the book of *Aqidatul Awam* when introducing *aqidah* to students at SDIT Avicenna.

The data collection technique in this study involves face-to-face interviews with relevant informants, such as the Head and six educators and education staff, out of 35 people in the school, as shown in Table 1. This interview aims to gain a deep understanding of the application of the memorization method of the *Aqidatul Awam* book, as well as the challenges and successes experienced during the implementation of the method. In addition to interviews, observation techniques are also used to directly observe the learning process and the application of memorization of the book in the classroom. Documentation related to learning activities was also collected to provide a clearer picture of the implementation of the method (Mirza et al., 2023; Nasir & Sukmawati, 2023). All data obtained through interviews and observations will be further analyzed for more profound insights.

Table 1. Research Informant

| No. | Name of the Informant | Position |
|-----|----------------------------|-------------------------------------|
| 1 | Umniyyah Lathifah S.Pd.I | Principal |
| 2 | Ahmad Iqbal S.Pd. | Teacher of Faith |
| 3 | M. Rizky Kurniawan S.Pd. | Teacher of Faith |
| 4 | Rahmat Hidayat S.Pd. | Math Teacher |
| 5 | Lailatul Izzah S.Pd. | Indonesian Teacher |
| 6 | Fadhilah Khairunnisa S.Pd. | Islamic Religious Education Teacher |

The data analysis in this study follows the data analysis model developed by Miles and Huberman (2014)(Heri et al., 2022), which consists of three main stages: data conditioning, data presentation, and conclusions drawn. The first stage, data conditioning, is carried out by selecting relevant information from the results of interviews and observations obtained in the field. The second stage is the presentation of data, which is carried out in tables and narratives to facilitate further understanding and analysis. The conditioned data will be presented more organised and systematically at this stage. The last stage is drawing conclusions, which involves interpreting the results of data analysis to obtain findings that can answer the research objectives. In addition, to validate the research results, the triangulation technique is used by comparing data obtained through interviews, observations, and documentation, resulting in more accurate and reliable findings.

RESULTS AND DISCUSSION

Implementation of the Method of Memorizing

The relevance of the *Aqidatul Awam* book, if viewed from a pedagogical aspect, apart from making the memorization process easier, this book can increase interest in learning and develop linguistic abilities, especially in Arabic. In terms of substance, it is clear that the material in the *aqiatul awam* book covers basic *aqidah* material relevant to basic learning needs and can be developed according to context. This means that learning the *nazam aqidatul awam* can be modified from the traditional one and then combined with a modern approach, such as audiovisual, so that it can further increase students' learning motivation or it can be developed in terms of the substance of the material, learning the contents of the book can be deepened to adjust the level of student understanding by inserting contemporary and current *aqidah* issues. SD IT Avicenna is an Integrated Islamic Elementary School under the auspices of the Al-Hamidiyyah Lasem Foundation.

SD IT Avicenna carries the concept of "The Right Choice, Knowledge Obtained, Taqwa Attached. School after *Ngajine*, *Ngaji* after *Sekolahe*". The curriculum implemented at SDIT Avicenna combines the National Elementary School Curriculum with the Al-Hamidiyyah TPQ Curriculum, under the same foundation as SDIT Avicenna. In addition to general education, this school also emphasizes introducing and teaching Islamic values to students from an early age. With a strong foundation of religious education, it is hoped that students can grow into intelligent, polite, and civilized individuals. In addition to intracurricular activities, SDIT Avicenna Lasem provides various extracurricular activities to develop students' skills according to their interests, talents, and competencies. Some extracurricular activities include Scouts (extra compulsory), *Tilawah* Art, *Rebana* Art, Dance, Science Club, Public Speaking, Athletics, ICT, Karate and self-defence, Taekwondo, Calligraphy, PMR, and Handcraft.

Through these activities, it is hoped that each student will develop special skills to be ready to face the challenges of the times by becoming independent, creative, and competitive students.

Ubudiyah Activities and Various Habituation Programs at SDIT Avicenna have a very noble goal: to form students' habits in terms of spirituality or *ubudiyah* - their relationship with Allah. This activity is designed systematically so that students gain theoretical religious knowledge and live and feel religious practices in everyday life. This routine includes various activities that focus on worship, such as the regular recitation of *Asmaul Husna*, which aims to introduce students to the beautiful names of Allah, *Nazam Aqidatul Awam*, which instils the basics of Aqidah, as well as congregational *dhuha* and noon prayers, which provide real experience in worshipping together.

Not only that, but students are also accustomed to doing *murojaah Juz Amma*, an activity of repeating the memorization of the Qur'an, and slogan *mengaji*, where students individually learn to read the Qur'an under the guidance of teachers. These activities train the ability to memorize and read the Qur'an and instil the value of discipline in maintaining daily worship. Prayer practices are also held routinely, where students learn the correct way to pray according to religious guidance so that they understand worship not only as a ritual but also as a form of obedience and love for Allah. In addition to focusing on the spiritual aspect, the Habituation Program at SDIT Avicenna also includes non-religious activities that aim to build other positive habits. Activities such as group gymnastics, which are carried out to maintain students' physical health, and flag ceremonies, which aim to foster a sense of nationalism, are part of a comprehensive character-building program, as shown in Figure 1. PHBI (Islamic Holiday Commemoration) is also an important agenda, where students are invited to celebrate important moments in Islamic history, connecting historical knowledge with real experiences.

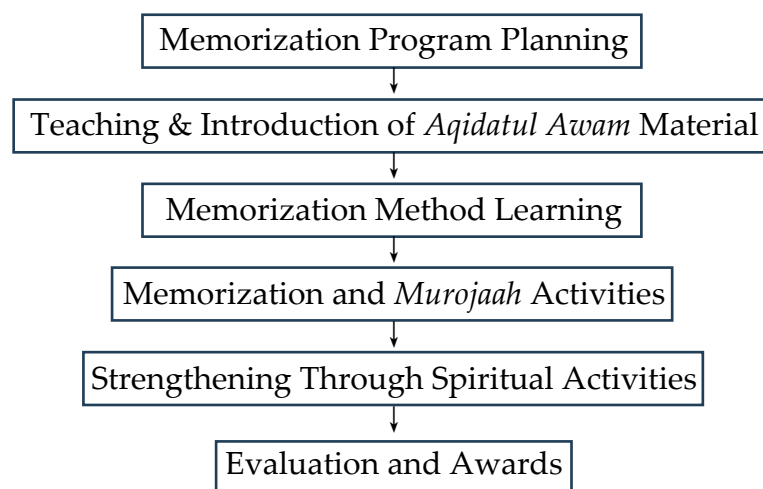


Figure 1. Steps to Implement Rote Strategy

According to the Head of SDIT Avicenna, the formation of pious humans - morally and spiritually - is a long process and requires a significant investment in time, energy, and attention. In her view, building a strong generation in Faith in this era of globalization is not easy. The increasingly complex challenges of the times, such as the negative influence of globalization, free association, threats to moral decadence and confusion of the Faith, are realities that educators and parents must face. She emphasized that it is important to pay serious attention to the growth and development of children, not only in terms of academic education but also in the formation of strong character and faith.

Globalization, with all its positive and negative impacts, brings good challenges to moral and spiritual education. Children are faced with a swift flow of information, often without filters, so that exposure to values that conflict with local religious and cultural teachings becomes increasingly unavoidable, young people as the heirs of the nation must cultivate goodness for the safety of the country (Ashari et al., 2023; Gappassova et al., 2022). This is a serious concern for SDIT Avicenna, which is committed to protecting students from the negative influences of globalization through programs such as Ubudiyyah and diverse habits.

Free association and threats to children's morality are also relevant issues in this era. The principal realizes that religious and moral education provided in schools must balance external influences that may damage students' morals. Therefore, the habituation program aims to form worship habits and instil noble moral values (Duensing et al., 2023; Saharani & Diana, 2024). In every activity, both religious and non-religious, students are taught about the importance of manners, ethics, and responsibility as individuals who believe and have noble morals.

SDIT Avicenna also realizes that moral education cannot only rely on verbal or theoretical teaching. Practical programs such as *ubudiyyah* activities and habituation are held to form consistent and sustainable behaviour. This habituation process provides students with direct experience on how to live in religious values, carry out worship routinely, and behave as good Muslims in everyday life. Activities such as congregational prayer, *murojaah*, and *sorogan pengajian* are concrete examples of how schools provide authentic experiences that can strengthen students' spiritual character. The principal of SDIT Avicenna emphasized that to form a generation with strong faith and good morals, continuity is needed between school and home education. Parents have a vital role in supporting programs run at school.

Effectiveness of the Implementation of the Method

According to the Head of SDIT Avicenna, the encouraging achievement can be seen from the percentage of students passing the evaluation of basic creed introduction through memorizing the *nazam* of *Aqidatul Awam*. This result is not only an impressive number, but also reflects the hard work and commitment of

the entire academic community in supporting the learning process. This success cannot be separated from the habits that are applied daily in the school environment. Since the beginning of the school year, students are taught to memorize the *nazam* routinely, both in and outside the classroom. Learning is not only carried out through conventional methods, but also involves various interactive activities that make students more interested and enthusiastic in learning.

A supportive school environment, with a conducive atmosphere for learning, is an important factor in the quality of student memorization. Teachers pay special attention, provide assistance, and provide constructive feedback. In addition, various creative methods such as games, music, and art are also used to help students understand and memorize the contents of the *nazam* more easily and enjoyably. The Head of SDIT Avicenna emphasized that this result is a reflection of good collaboration between teachers, students, and parents. Parents are also involved in the learning process by providing support at home, creating a positive atmosphere for memorizing, and encouraging their children to continue learning.

The habit of reading *Nazam Aqidatul Awam* has a much deeper impact than simply strengthening memorization or facilitating *mahdloh* worship. The students feel that this routine is not only about improving their memorization, but also instilling important values in their learning process. The value of sincerity in studying becomes more pronounced, because they realize that knowledge is not something that can be achieved instantly. Through this repetition and habituation, students begin to understand the importance of perseverance and hard work in achieving a deeper understanding.

In addition, another positive influence is seen in the moral aspect. Reading this *nazam* is not only about verbal, but also brings a deep understanding of manners and etiquette in everyday life. The values contained in the *nazam* gradually shape the character of students, making them more polite in behaving, both in the school environment and outside. Thus, this reading becomes a kind of moral guide that also influences how they behave towards others, teachers, and the people around them.

Not only that, discipline is also one aspect that has experienced significant development. Reading the *Nazam Aqidatul Awam* routinely trains students to be more disciplined in managing their time and maintaining consistency. They begin to understand that discipline is the key to success in everything, including seeking knowledge. This discipline also seeps into various aspects of their lives, such as managing study time, carrying out worship, and carrying out daily activities as a Table 2. Thus, this habituation forms intellectual abilities and builds a strong character foundation for students.

Table 2. Evaluation of Memorization Method

| Indicator | Aspects Assessed | Explanation |
|-------------------------|---|--|
| Student Engagement | Participation in memorization | Measure the extent to which students engage in daily memorization activities and their response to these activities. |
| Quality of Memorization | Accuracy of memorizing the nazam of Aqidatul Awam | Assess the accuracy of students in memorizing nazam, especially on the names of angels and prophets. |
| Learning Motivation | The level of enthusiasm of students in participating in memorization activities | Measure students' interest in following memorization through fun activities such as music or games. |
| Influence on Morale | Development of moral and ethical values | Assess changes in students' attitudes and behaviors after memorizing, such as adherence to ethics and good manners. |
| Discipline | Compliance with time and consistency in memorization | Assess how consistent and disciplined students are in memorizing according to the specified schedule. |
| Understanding Aqidah | Understanding of the basic concepts of aqidah | Assess the extent to which students understand the basics of aqidah contained in the book of Aqidatul Awam after the memorization process. |

The measure of effective learning lies not only in academic achievement but also in the quality of the process (Efendi, 2022; Faiz et al., 2023). Effective learning is characterized by the ease of students in following the learning process, creating a pleasant atmosphere, and achieving targeted learning objectives (Khotimah et al., 2024; Tamsah et al., 2021). At SDIT Avicenna Lasem, memorizing *Nadhom Aqidatul Awam* is designed with a joyful approach. Cheerful melodies allow students to learn in a relaxed manner without feeling stressed. Implicitly, this process provides great scientific benefits for students. Face-to-face learning in class is preferred by students compared to online learning, mainly because teachers enrich their understanding through engaging historical narratives.

The application of the *Nadhom Aqidatul Awam* memorization method had a significant impact on strengthening students' fundamental beliefs at SDIT Avicenna Lasem. The data findings show the success of implementing this method, reflected in the student's ability to understand and believe in the existence of Allah and aspects related to divinity. Researchers found that SDIT Avicenna had designed and developed a systematic faith formation program to strengthen students' religious foundations early on, especially in faith, through the *Nazam Aqidatul Awam* memorization program. By utilizing the golden period of child development with a mindset that is still clean, pure and easy to absorb, this program is designed to build a solid and sustainable understanding of faith until adulthood.

After the evaluation, the next step is to provide intensive coaching to children who do not meet the standards. This coaching will focus on each student's weak points. The designed guidance program will help them improve

their academic abilities and increase their motivation to learn. This is not only about catching up but also about growing self-confidence and enthusiasm to compete healthily with their friends who have met the graduation standards.

During this coaching period, students will be accompanied by experienced teachers who will train them to overcome the obstacles they have faced. This process is carried out with a personal approach so that each child can develop according to their own pace and potential. With ongoing support, these children are expected to be able to catch up and eventually follow in the footsteps of other students who have successfully met the SDIT Avicenna graduation standards. This coaching is not only about academic achievement but also part of an effort to shape students' character to be more resilient, disciplined, and confident in facing educational challenges in the future.

Supporting and Inhibiting Factors

The successful implementation of the *Nazam Aqidatul Awam* memorization method in this educational institution is the result of various supporting factors that are carefully and systematically designed. Behind this success, there is a comprehensive effort that focuses on students' memorization abilities and pays attention to how these methods are applied in a structured learning process. One key factor that supports this success is the learning stages that are designed in detail, from introduction to deepening, so that students not only memorize the text but also understand its meaning.

This learning stage starts from the Introduction Stage, which is carried out in Class 3. At this stage, the primary focus is to familiarize students with reading *Nazam Aqidatul Awam* regularly, for example, before performing the *dhuha* or noon prayer. This familiarization aims to make students more familiar with the text so that they naturally begin to recognize the words in Nazam. Apart from that, the basic tones and rhythms of Nazam are also introduced interestingly. Choosing a tone and rhythm that suits students' tastes is essential so that they feel interested and motivated to deepen the content of *Nazam*. In this way, this Introduction Stage makes it easier for students to memorize and builds their familiarity and interest in *aqidatul awam* text, making it part of an enjoyable routine.

After students feel more familiar with Nazam, the learning process continues to the In-depth Stage in Class 4. At this stage, the focus of learning shifts from memorizing to a deeper understanding of its contents. One of the key strategies at this stage is implementing a special program during Ramadan, where intensive learning is carried out in a more focused manner. In this program, students are not only expected to recite Nazam but are also invited to understand its content.

Teachers at SDIT Avicenna have an essential role in guiding students in this Deepening Stage. They teach the literal meaning of the text and explore the historical background of *Nazam Aqidatul Awam's* writing. By understanding the

historical context, students are invited to see Nazam as more than just poetry or memorization, but as a work that contains important values about Aqidah and faith. Teachers also provide space for students to study the meanings contained in each verse, making this learning process interactive and full of reflection.

Students' enthusiasm and motivation grow at this stage because they memorize and understand why this *Nazam* is essential. The awareness that *Nazam Aqidatul Awam* contains valuable lessons relevant to everyday life increases their enthusiasm for the memorization process. Students begin to see that learning Nazam is about fulfilling academic demands, forming morals, and strengthening their understanding of Aqidah.

With the existence of structured and well-planned learning stages, SDIT Avicenna has succeeded in creating an educational environment that not only focuses on memorization results but also builds students' character and deep understanding of religious teachings. This makes the *Nazam Aqidatul Awam* learning process an effective method that contributes to students' cognitive abilities and spiritual and moral development.

Another supporting factor that is no less important in the successful implementation of the *Nazam Aqidatul Awam* memorization method in this educational institution is the strategic role of teachers. The teacher acts as a learning facilitator and a key figure who masters Nazam material thoroughly and comprehensively. This mastery is not only limited to the ability to teach Nazam's verses verbally but also includes a deep understanding of the historical context and content of the faith in them. With historical understanding, teachers can explain to students the background of the writing of *Nazam Aqidatul Awam*, making this text more than just memorizing; it is also part of a spiritual and intellectual journey of great value.

In the context of memorization, especially memorizing *Nazam Aqidatul Awam*, learning motivation becomes a key element. Memorizing is not an easy process for all students, and this is where the role of the teacher becomes vital (Kumar et al., 2022; Nurchayani et al., 2023). A creative teacher will be able to combine various learning methods - whether through visual, auditory, or kinesthetic approaches - to help students memorize more effectively. For example, in addition to using fascinating rhythms and tones, teachers can introduce methods such as mind mapping or word association to make it easier for students to remember the meaning of each verse of Nazam.

Creativity in teaching methods also allows teachers to create a fun learning atmosphere. When students feel that learning is engaging and entertaining, their motivation will increase significantly. Teachers who can build positive interactions with students, use humour, and create an interactive classroom atmosphere will find it easier to motivate students to memorize Nazam voluntarily, not because they feel forced. Thus, the learning process becomes lighter and full of enthusiasm.

In addition, teachers who master Nazam in depth can also answer various critical questions from students, inviting them to discuss the deeper meanings of each verse of Nazam. This provides an opportunity for students to think further about the teachings of faith contained therein so that learning Nazam does not only stop at memorization but also at a more substantial understanding. With a varied approach and good pedagogical knowledge, teachers can guide students towards mastering Nazam, memorization, and deep spiritual experience. In the end, this process not only shapes students' intellectual abilities but also holistically strengthens their character and faith.

CONCLUSION

The implementation of the lay nazam aqidatul memorization method at SDIT Avicena is divided into several stages. The first stage of introduction in class 3 is by repeating reading the nazam Aqidatul Awam, then continued with the second stage, namely the deepening stage, by studying the history, contents and contents of the nazam aqidatul Awam in class 4. Next in class 5, students begin to have the obligation to memorize and an evaluation is held at the end of class 5 after which students who meet the standards will take part in an appreciation event at the graduation or haflah aqidatul Awam at the end of the class 5 school year. Effectiveness of the implementation of the method Memorizing nazam aqidatul lay for the introduction of basic creeds for SDIT Avicena students was very successful, it was proven that only 10% of students were declared not to have met the standards. With the supporting factors from the structured stages, then and the obstacles that have been identified above, it is hoped that SDIT Avicenna will be able to manage it as a strategy to increase quality and quantity in its implementation.

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