

## THE IMPLEMENTATION OF LIVING HADITH TO INCREASE THE LEARNING MOTIVATION OF CHILDREN WITH SPECIAL NEEDS

**Putri Nadha Setyaningrum**

UIN Sunan Kalijaga Yogyakarta

[putrinadha6@gmail.com](mailto:putrinadha6@gmail.com)

**Yasri Mandar**

[yasrimandar1@gmail.com](mailto:yasrimandar1@gmail.com)

UIN Sunan Kalijaga Yogyakarta

**Abstract:** *Children with special needs often face various challenges in the learning process, such as communication barriers, difficulties in social interaction, and problems adjusting to the learning environment. This paper aims to find out how the application of hadith values in writing, speaking and practicing by teachers is an important strategy to encourage children with disabilities to overcome these problems and develop their full potential. The research methodology used is descriptive qualitative, which produces descriptive data that can be observed from the words or speech of participants. This research method was conducted directly in the field (field research) with data collection techniques through observation, interviews and documentation. This research was conducted on May 3, 2024 at SLB Bhakti Kencana 1 Berbah. The results showed that in SLB Bhakti Kencana 1 Berbah the application of hadith about learning motivation was carried out through writing, oral and practice. Providing strong learning motivation to children with special needs is very important because it can help them overcome the various problems they face. High learning motivation can help children with special needs stay motivated, confident and excited in facing learning challenges.*

**Keywords:** *ABK; Living Hadith; Learning Motivation*

**Abstrak:** Anak berkebutuhan khusus (ABK) sering menghadapi berbagai tantangan dalam proses pembelajaran, seperti hambatan komunikasi, kesulitan interaksi sosial, dan kendala penyesuaian diri di lingkungan belajar. Kependulisan ini bertujuan untuk mengetahui bagaimana penerapan nilai-nilai hadis secara tulisan, lisan, dan praktik yang dilakukan oleh para guru menjadi strategi penting untuk mendorong ABK mengatasi berbagai permasalahan tersebut, sekaligus mengembangkan potensi maksimal mereka. Metodologi penelitian yang digunakan adalah deskriptif kualitatif, yang menghasilkan data deskriptif yang dapat diamati dari perkataan atau ucapan partisipan. Metode penelitian ini dilakukan secara langsung di lapangan (field research) dengan teknik pengambilan data melalui observasi, wawancara, dan dokumentasi. Penelitian ini dilaksanakan pada tanggal 3 Mei 2024 di SLB Bhakti Kencana 1 Berbah. Hasil penelitian menunjukkan bahwa di SLB Bhakti Kencana 1 Berbah penerapan hadis tentang motivasi belajar dilakukan melalui tulisan, lisan dan praktek. Memberikan motivasi belajar yang kuat kepada anak berkebutuhan khusus sangatlah penting karena dapat membantu mereka mengatasi berbagai permasalahan yang dihadapinya. Motivasi belajar yang tinggi dapat membantu anak berkebutuhan khusus tetap termotivasi, percaya diri dan bersemangat dalam menghadapi tantangan belajar.

**Keywords:** *ABK; Living Hadis; Motivasi Belajar*

## Introduction

Learning is the process by which people acquire new information, abilities and understanding through instruction, study or experience. Islam places great importance on education as an obligation and a virtue. Prophet Muhammad SAW urged to pursue knowledge and expand his knowledge base both in the field of religion and the world. One approach to get closer to Allah SWT is through learning which is seen as a great worship. Islam highly values education, including for children with special needs. Children with special needs have the same rights to education and information that can support their mental, physical and spiritual growth. Islam believes that everyone, including those with special needs, has potential that should be realized.

Children with special needs benefit from learning in many ways, including the development of their potential, capacity, independence and self-confidence. Children with special needs can succeed and reach their full potential when they receive an education that is tailored to their needs. The value of their education also correlates with efforts to ensure that everyone has fair and equal access to education and information. Therefore, learning is essential for Muslims in general and children with special needs as well. Children with special needs can succeed and develop to their full potential through supportive education and learning.

However, in Diono's opinion, there are several factors that cause children with special needs to have a bad life. Among them are the lack of public understanding of children with special needs and the lack of public efforts to fulfill their rights. There is also a stigma in society that disability is a curse. This is because many families cover up or hide their disabled children.<sup>1</sup>

Children with special needs often face various problems that can reduce their enthusiasm for learning. Children with special needs often struggle with various problems, such as communication barriers, social interaction problems, information processing problems, emotional regulation problems, and adjustment problems in the classroom. Children with special needs may experience disappointment, anxiety or loss of confidence in their ability to learn due to all these problems.

The Prophet Muhammad said in a Hadith that reads:

إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ، وَإِنَّمَا لِكُلِّ امْرِئٍ مَا نَوَى، فَمَنْ كَانَتْ هِجْرَتُهُ إِلَى اللَّهِ وَرَسُولِهِ فَهِيَ هِجْرَتُهُ إِلَى اللَّهِ وَرَسُولِهِ، وَمَنْ كَانَتْ هِجْرَتُهُ لِدُنْيَا يُصِيبُهَا أَوْ امْرَأَةٍ يَنْكِحُهَا فَهِيَ هِجْرَتُهُ إِلَىٰ مَا هَاجَرَ إِلَيْهِ

Meaning: “*Verily, every action depends on its intention. And indeed every human being will get according to what he intends. So, whoever makes hijrah for the sake of Allah and the Messenger, he will get the reward of hijrah. And anyone who hijrabs for the worldly interests he wants or because of a woman to marry, then hijrah according to what he wants.*” (HR. Al-Bukhari dan Muslim, Shahih).

The importance of intention in starting an action is emphasized in this hadith. The action becomes pointless and meaningless if there is no clear purpose behind it.

---

<sup>1</sup> Dasmiah, *Model Manajemen Pelayanan Pendidikan Anak Berkebutuhan Khusus (ABK)* (Yogyakarta: Deepublish, 2021).

The hadith also highlights the fact that all actions are motivated by something. (1) Every action is based on motivation; (2) the underlying motivation affects the quality of the outcome of an activity; (3) people tend to focus on their motivation; and (4) motivation will lead one to the desired action.<sup>2</sup>

Encouraging children with special needs to learn is important as it can help them overcome the challenges they face. When faced with learning problems, children with special needs can maintain their enthusiasm, confidence and perseverance as long as they have high learning motivation. In addition, overcoming the emotions of frustration, fear and low self-esteem that often arise during the learning process will be easier for children with special needs if they have high learning motivation. Children with special needs who have high motivation will be better able to overcome the obstacles they encounter and will feel more comfortable in approaching the learning process.

In the field of education, motivation is essential to foster students' desire to learn and succeed, especially for those with special needs. In this situation, using inspirational teachings found in Islamic religious traditions may be a useful tactic to motivate and encourage these children as they learn. Special needs children may find great inspiration from hadiths that convey positive messages and encourage learning as well as intellectual and spiritual development. These hadiths contain helpful hints that can be applied in daily life. It is also intended that children will feel more encouraged and confident in facing their academic obstacles by understanding and internalizing the values contained in these traditions.

The research that is relevant to this research is research conducted by Virda Yana et al, entitled "Fostering Learning Motivation in the Perspective of Hadith Sunan Ibn Majah". The results of the study are that the hadiths show the magnitude of the blessings given by Allah to knowledge seekers. Which should make a motivation to be enthusiastic in learning or studying.<sup>3</sup>

Another relevant research regarding the learning motivation of children with special needs is research from Nadia Aulia Nabiilah, entitled "Learning Motivation of Children with Special Needs in Inclusive Schools". Which in this study explained that learning motivation in children with special needs will certainly greatly affect their performance when participating in learning and achieving learning goals.<sup>4</sup>

Children with disabilities often face challenges in the learning process, such as communication barriers, social interaction difficulties and adjustment problems in the learning environment. This is exacerbated by a lack of public understanding and the negative stigma attached to disability, which is often seen as a curse, leading many families to feel forced to hide their children. As a religion that places a high value on education, Islam offers motivation and inspiration through its hadith teachings that can

---

<sup>2</sup> Virda Yana, Mulia Dani, and Eko Purnomo, 'Menumbuhkan Motivasi Belajar Perspektif Hadits Sunan Ibnu Majah', *Tawazun: Jurnal Pendidikan Islam*, 15.3 (2022), 369. Hal 372

<sup>3</sup> Yana, Dani, and Purnomo.

<sup>4</sup> Nadia Aulia Nabiilah, Siti Mahmudah, and Diah Anggraeny, "Motivasi Belajar Anak Berkebutuhan Khusus Di Sekolah Inklusi," *Jurnal Pendidikan Inklusi Citra Bakti* 1, no. 2 (December 2023): 167–72, <https://doi.org/10.38048/jpicb.v1i2.2408>.

help build a spirit of learning and confidence in these children. In the context of education at SLB Bhakti Kencana 1 Berbah, located on Krikilan Street, Tegaltirto Village, Berbah District, Sleman Regency, Yogyakarta Special Region Province.

This special education institution accommodates a variety of students with various special needs, including the hearing impaired, mentally impaired, physically disabled, visually impaired, and multiply impaired. The vision of this SLB is to produce children with special needs who are skilled, independent, cultured, and have faith and piety. How the written, oral and practical application of hadith values by teachers is an important strategy to encourage children with special needs to overcome these problems and develop their full potential. This study is relevant to explore how the concept of 'living hadith' can be effectively implemented as a motivation for learning for children with disabilities.

## Methods

This research is included in the type of qualitative descriptive research, which is a research process that produces descriptive data in the form of words or oral information from relevant and observable individuals. This research method is conducted directly in the field (field research), where researchers go directly to the research location and interact directly with the research subject. The research was conducted at SLB Bhakti Kencana 1 Berbah on May 3, 2024. The data collection techniques used include observation, interviews, and documentation. Observations were made by researchers by directly observing teachers conducting the learning process, student activities, the school environment, and others. As for interviews, researchers conducted interviews with teachers and students with special needs at SLB Bhakti Kencana 1 Berbah. Documentation includes data collection from notes, books, and other sources.

In this case, the data collection technique also includes a literature study, which involves collecting materials, books, and journals relevant to the research topic.<sup>5</sup> The data analysis technique used is data reduction, data presentation, and verification. The stages of data reduction are done by summarizing, tracing themes, and eliminating unnecessary data. Furthermore, data presentation is the preparation of complex information in a systematic form, so that it becomes simpler and more selective, and its meaning can be understood. Finally, verification, which is making conclusions about the data that has been obtained and then tracking new data to further complement the conclusions of this research. This is done so that the information obtained becomes easy to understand and can provide a better understanding.

## Discussion

### Living Hadith

“Living Hadith” etymologically comes from two words: “living” and “hadith.” The verb “live” implies life, while the adjective “living” in English refers to the state of being alive. “living” also describes life or active things that last a long time. Al-Fatih

---

<sup>5</sup> Samsul Bahri, “Upaya Guru Dalam Memberikan Motivasi Belajar Kepada Siswa Berkebutuhan Khusus (Tunanetra) Di SLB Negeri 2 Lombok Tengah,” *Desember* 14, no. 2 (2022): 136–47, <http://journal.uinmataram.ac.id/index.php/>.

claims that in the framework of “Living Hadith,” the word “living” is more closely related to the customs that still exist in society and are applied to the hadith.<sup>6</sup>

This study initially focused on the study of the matan and sanad. Over time, however, a new method of studying hadith emerged called the “living” approach, which emphasizes social action that draws inspiration from hadith texts. Living hadith was associated with the existence of hadith within the framework of a particular community, as understood as hadith research centered on social realities or communal life. This in turn triggers a chain reaction within the Muslim community to ensure continued transmission of the hadith through ongoing dialog.<sup>7</sup>

Living Hadith in a social approach emphasizes how hadith texts interact with communal life. Hadith is not only seen as a normative document, but as a dynamic guideline that lives in the daily practice of Muslim communities. In SLB Bhakti Kencana 1 Berbah, living hadith is not only applied in the classroom, but also in various school activities involving teachers, students, and parents. This approach ensures that hadith values, especially those related to learning motivation, are translated into written, oral and practical traditions.

### **Learning Motivation**

According to Hamzah B. Uno, motivation is the basic motivation that drives a person to behave, motivation can also be interpreted as a process of trying to influence the person or people he leads to do the desired work, in accordance with certain goals set in advance.<sup>8</sup> According to Mc. Donald in Oemar Hamalik's book, “motivation is a change in energy within (personal) a person characterized by the emergence of feelings and reactions to achieve goals”.<sup>9</sup>

Motivation is the desire that drives people to take action to achieve a specific goal or outcome. It is the mental force that controls and shapes human behavior, including learning.<sup>10</sup> Learning activities that are driven by great motivation usually have greater energy and have the potential to improve learning outcomes.<sup>11</sup> In order to build students' ability to achieve their learning goals, motivation is very important. Highly motivated students are more likely to seek in-depth knowledge. However, in addition to working with parents and children to ensure learning goals are achieved, educators

---

<sup>6</sup> Yuna Alfah Maulina, “Living Hadis Pada Tradisi Kenduri Di Kampung Mee Adan Aceh,” *Studi Hadis* 6 (2020): Hal 212

<sup>7</sup> Luthfi Maulana, Muhammad Arif Rasyid Ridha, and Andi Murni, “Fenomena Living Hadis Dalam Pembelajaran Anak Usia Dini,” *Khazanah Theologia* 2, no. 3 (2020): 142–52, <https://doi.org/10.15575/kt.v2i3.10331>. Hal 144

<sup>8</sup> Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya* (Jakarta: PT Bumi Aksara, 2009).

<sup>9</sup> Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: PT Bumi Aksara, 2014).

<sup>10</sup> Firmansyah, “Motivasi Dalam Proses Pembelajaran Menurut Perspektif Hadis Tarbawi,” *Edukatif* 8, no. 20 (2022): 63–72. Hal 66

<sup>11</sup> Mohamad Sodik, Yosef Farhan Dafik Sahal, and N. Hani Herlina, “Pengaruh Kinerja Guru Dalam Pelaksanaan Pembelajaran Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Alquran Hadis,” *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (2019): 97, <https://doi.org/10.36667/jppi.v7i1.359>. Hal 108

also have the burden of using a variety of tactics.<sup>12</sup>

There are two types of motivation, the first being intrinsic motivation. A person's internal drive is known as intrinsic motivation. Students learn for example to broaden their understanding of the subject matter, increase their level of knowledge or others. Thus, external encouragement from parents or teachers can be a source of intrinsic motivation.<sup>13</sup> The second is extrinsic motivation. External stimuli such as praise or recognition often catalyze extrinsic motivation. A person's progress and potential can be influenced by the presence or absence of such external encouragement. In accordance with the purpose of the activity, extrinsic motivation does not always materialize as a direct result of the effort made because it comes from external encouragement that may not be entirely related to the learning process.<sup>14</sup> In the case of children with disabilities, both intrinsic and extrinsic motivation play an important role as their needs often require a holistic approach that involves internal encouragement and external support together. This article shows how hadith as religious inspiration can be practically applied to mobilize both types of motivation.

From the description of learning motivation it is clear that learning and motivation are interconnected and have an influence on each other. Interest in learning increases with motivation, and motivation tends to increase with the strength of interest in learning. Because it helps to inspire and guide learning efforts, knowledge of the existence of learning motivation is essential for teachers and students.<sup>15</sup>

The relationship between motivation and learning outcomes is that as explained by McDonald, motivation involves the energy that drives students to achieve learning goals. This energy is seen in children with special needs who, with the support of motivation, can develop their potential despite facing great challenges. Teachers at SLB Bhakti Kencana 1 Berbah also play an active role in using learning methods and strategies that suit the needs of each student. This shows that learning motivation not only builds student interest, but also improves the effectiveness of the learning process and the results achieved.

### Children with Special Needs

The name “Anak Luar Biasa (ALB)” has been replaced with “Anak Berkebutuhan Khusus (ABK)” which highlights their uniqueness. Children with special needs usually attend special schools that are designed to meet their needs. Their organs cannot work optimally due to the disruption of body functions caused by this condition.

#### 1. Mentally retarded

Mentally retarded children are the special needs students that teachers tend to pay the most attention to. Mental retardation is defined in several ways, one of

---

<sup>12</sup> Ahmad Zain Sarnoto and Almaydza Pratama Abnisa, ‘Motivasi Belajar Dalam Perspektif Al-Qur’an’, *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4.2 (2022), 210–19. Hal 210

<sup>13</sup> Yana, Dani, and Purnomo, “Menumbuhkan Motivasi Belajar Perspektif Hadits Sunan Ibnu Majah.” Hal 373

<sup>14</sup> Rahmat Sholihin, “Motivasi Dalam Perspektif Pendidikan Islam,” *Educational Journal: General and Specific Research* 2, no. 3 (2022): 469–78. Hal 473

<sup>15</sup> Ayu Desy N. Endah Lulup T P. dan Suharsono Naswan, “Pengaruh Motivasi Belajar Dan Aktivitas Belajar Spiritual Hasil Belajar Akuntansi,” *Jurnal Ekonomi* 4, no. 1 (2014): 4. Hal 3

which is: A person is considered mentally retarded if, during their developmental stage, they are significantly below average intelligence and have difficulty changing their behavior to fit their social environment, according to The New Zealand Society for the Intellectually Handicapped.<sup>16</sup>

## 2. Hearing impaired

Soewito in his book *Ortho paedagogik Tunarungu* is: “A person who has severe to total deafness, who cannot catch speech without reading the lips of the interlocutor”. Deaf children are children who have limitations in hearing either partially or completely. In general, deaf children have normal and average intelligence. However, deaf children's achievement is often lower than that of normal children. However, in lessons that are not verbalized, deaf children develop just as quickly as normal children.<sup>17</sup>

## 3. Visually impaired

Children who are visually impaired are referred to as blind children. It is important that we define blindness in terms of residual visual function or capacity. Therefore, we should not automatically assume that a blind child is totally blind. Blindness is divided into three categories by a number of specialists, including Djaja Rahardja, Sujarwanto and Gargiolo: absolute blindness, functional blindness and low vision.<sup>18</sup>

## 4. Disabled

In Indonesian Special Education, the term “quadriplegia” describes motor impairment. A quadriplegic child is essentially an individual who has problems with his or her organs of movement, resulting in disruption of movement functions. Paralyzed people, according to Somantri, are people who are harmed or disturbed whose organs of bones, muscles, and joints have irregular shapes. So that they cannot function optimally.<sup>19</sup>

This article, entitled “Implementation of Living Hadith to Improve Learning Motivation of Children with Special Needs at SLB Bhakti Kencana 1 Berbah”, comprehensively discusses children with special needs, a term that replaces *Anak Luar Biasa (ALB)* to emphasize their uniqueness as individuals. The main focus is on the various categories of children with special needs, namely the mentally retarded, the deaf, the visually impaired and the disabled, each of which has different characteristics, challenges and educational needs.

For example, deaf children face limitations of below-average intelligence that affect social adaptability, while hearing impaired children face partial or

---

<sup>16</sup> Oki Dermawan, “Strategi Pembelajaran Bagi Anak Berkebutuhan Khusus Di Slb,” *Psymphatic : Jurnal Ilmiah Psikologi* 6, no. 2 (2018): 886–97, <https://doi.org/10.15575/psy.v6i2.2206>. Hal 888

<sup>17</sup> Fifi Nofia Rahmah, “Problematika Anak Tunarungu Dan Cara Mengatasinya,” *Quality* 6, no. 1 (2018): 1, <https://doi.org/10.21043/quality.v6i1.5744>.

<sup>18</sup> Khairun Nisa, Sambira Mambela, and Luthfi Isni Badiah, “Karakteristik Dan Kebutuhan Anak Berkebutuhan Khusus,” *Jurnal Abadimas Adi Buana* 2, no. 1 (2018): 33–40, <https://doi.org/10.36456/abadimas.v2.i1.a1632>. Hal 34

<sup>19</sup> Khairun Nisa, Mambela, and Badiah. Hal 37

complete hearing loss, despite having normal intelligence. Furthermore, visually impaired children experience impaired visual function that varies from total blindness to low vision, while children with disabilities face obstacles in the organs of movement that affect daily motor activities.

In this context, the article also highlights how the application of the living hadith learning approach that brings the hadith values to life in everyday life can be an effective strategy to increase the learning motivation of children with disabilities at SLB Bhakti Kencana 1 Berbah. The implementation of living hadis provides a contextualized and meaningful approach that not only meets the unique needs of each child with disabilities but also encourages the development of their full potential despite the limitations of bodily functions due to natural conditions. This combination of faith-based education and tailored strategies creates a learning environment that is inclusive, motivating and relevant to students' real lives.

### Hadiths Related to Learning Motivation

Motivation that encourages students to actively learn in order to achieve the desired goals is the main driving force or factor in a person. The following hadith has to do with learning motivation:

وَأَنَّ الْمَلَائِكَةَ لَتَضَعُ أجنِحَتَهَا رِضًا لِطَالِبِ الْعِلْمِ، وَإِنَّ الْعَالِمَ لَيَسْتَعْفِرُ لَهُ مَنْ فِي السَّمَوَاتِ، وَمَنْ فِي الْأَرْضِ، وَالْحَيْتَانَ فِي خَوْفِ الْمَاءِ

Meaning: “*And indeed, the angels lower their wings in favor of the seeker of knowledge. The knowledgeable person will be forgiven by the inhabitants of the heavens and the earth, as well as the fish in the sea.*” (HR. Abu Daud, Tirmidzi and Ibnu Majah).

This Hadith explains that angels put down their wings as a form of humbling themselves to knowledge claimants and also a form of respect and glorification. This is because the knowledge claimants have carried the legacy of the prophet. So it can be concluded how the glory and position of knowledge claimants before the angels.

Another hadith is:

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ، وَإِنَّ الْمَلَائِكَةَ لَتَضَعُ أجنِحَتَهَا رِضًا لِطَالِبِ الْعِلْمِ، وَإِنَّ طَالِبَ الْعَالِمِ يَسْتَعْفِرُ لَهُ مَنْ فِي السَّمَاءِ وَالْأَرْضِ حَتَّى الْحَيْتَانَ فِي الْمَاءِ، وَإِنَّ فَضْلَ الْعَالِمِ عَلَى الْغَائِدِ كَفَضْلِ الْقَمَرِ عَلَى سَائِرِ الْكَوَاكِبِ، إِنَّ الْعُلَمَاءَ هُمْ وَرَثَةُ الْأَنْبِيَاءِ، إِنَّ الْأَنْبِيَاءَ لَمْ يَرِثُوا دِينَارًا وَلَا دِرْهَمًا إِنَّمَا وَرَثُوا الْعِلْمَ فَمَنْ أَخَذَهُ أَخَذَ بِحِطَّةٍ وَافِرٍ

It means: “*Whoever takes the path in search of knowledge, Allah will facilitate the journey to heaven. Angels also spread their wings out of pleasure for the seeker of knowledge. Then the one who seeks knowledge is asked for forgiveness from the inhabitants of the heavens and the earth, as well as the fish in the water. Indeed, the virtue of a scholar compared to a worshipper is likened to the full moon for animals. Indeed, scholars are the heirs of the Prophets and the Prophets did not inherit dirhams or dinars, but inherited knowledge. Whoever seeks it, then he is already on a very large share.*” (Sunan Ibnu Majah; 219)

In this sense, people who pursue knowledge will go to heaven. Knowledge is the source of life for mankind. Therefore, learning the way of Allah will bring rewards in this life and facilitate one's entry into Allah's paradise. So one of the important tasks



of an educator is to motivate students with the importance of knowledge.<sup>20</sup>

In both traditions, the position and honor of a seeker of knowledge is very high in the view of Islam. The first Hadith emphasizes the respect of the angels for the seeker of knowledge, indicating that learning is a noble deed that receives recognition from the creatures of heaven and earth. The second Hadith emphasizes that knowledge is the path to happiness in this world and the hereafter, and even facilitates the journey to heaven. This shows that the motivation for learning in Islam is not only oriented towards worldly success, but also ukhrawi blessings. By understanding the glory of demanding knowledge described in these traditions, a student is expected to have a strong urge to continue learning, broaden his horizons, and get closer to Allah SWT through knowledge. This motivation becomes the main driving force for individuals to achieve learning goals and overcome various challenges in the process.

### **Living Hadith in SLB Bhakti Kencana 1 Berbah**

#### **1. Living Hadith in the Written Tradition**

Based on observations made by researchers at SLB Bhakti Kencana 1 Berbah, Hadith regarding learning motivation lives through writings attached to the school environment to the classroom. The writings are pasted on mading, boards, walls, doors, and others. The writings vary, some are in the form of aphorisms, some are in the form of material that is made interesting, and others. Which with these writings students can be motivated to learn.



Figure 1. Slogan on the importance of learning



Figure 2. Slogan on the importance of knowledge

---

<sup>20</sup> Yana, Dani, and Purnomo, "Menumbuhkan Motivasi Belajar Perspektif Hadits Sunan Ibnu Majah." Hal 374



Figure 3. Educational Motto of Ki Hadjar Dewantara

Figure 1 highlighted the importance of learning. One of the meanings of this writing is that students at SLB Bhakti Kencana 1 Berbah are reminded of the importance of being smart. And to be smart, students must learn. So, here indicates the provision of learning motivation for students in the form of writing.

Figure 2 highlighted the importance of knowledge. One of the meanings is that students at SLB Bhakti Kencana 1 Berbah are reminded that the true eternal treasure is knowledge. With us having useful knowledge, it is actually a treasure. This writing also contains the provision of learning motivation.

Figure 3 contains the motto of education from Ki Hajar Dewantara, namely “Ing ngarsa sung tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani”. Which from this educational motto always reminds students of Ki Hajar Dewantara in realizing education in Indonesia.

As explained, one of the motivations from outside students is school conditions. And from the three pictures, it indicates that there is a manifestation of providing learning motivation to students in the form of writing. And there are many more writings about learning motivation in this SLB environment, not only the three in the photo. Thus, Hadith about learning motivation in the tradition of this writing lives in SLB Bhakti Kencana 1 Berbah.

## 2. Living Hadith in Oral Tradition

Based on the results of interviews conducted by researchers with SLB Bhakti Kencana 1 Berbah teachers, it was found that every day the teachers provide direction and guidance delivered directly to students and also to the parents of students. Because children with special needs have a special side, so the provision of learning motivation is verbally spoken at all times and repeatedly. Not only that, giving motivation is also done by teachers to parents. So that giving oral motivation can help students with special needs.



Figure 4. Providing oral motivation for learning

Figure 4 is a photo taken by the researcher when the teacher gave verbal

motivation to learn directly to students. During the break time, the teacher also accompanies students and often uses this time to chat with students. By chatting, the teacher gets to know the obstacles or difficulties that students feel when learning, students' wants and needs in learning, and others. Thus, providing learning motivation to students is not only together in the classroom. However, teachers also provide oral learning motivation to students individually outside the classroom. As the explanation states that children with special needs as learning subjects are individuals who are more unique between individuals. So that the verbal motivation carried out by teachers in this SLB is carried out repeatedly and routinely. Which is where every chat is tucked in with encouragement to always grow and improve their enthusiasm for learning. So that the teacher's words contain motivation to learn. Thus, Hadith regarding learning motivation in this oral tradition lives in SLB Bhakti Kencana 1 Berbah.

### 3. Living Hadith in a Tradition of Practice

Based on the results of research conducted at SLB Bhakti Kencana 1 Berbah, each teacher applies various strategies, methods and learning media assistance according to the students at hand. That is because, with strategies and methods that are carried out appropriately for students, it can foster and increase their learning motivation. Especially with regard to children with special needs, where they have their own privileges.

As the explanation states that every student who has limitations in physical, emotional, mental, social or has the potential for intelligence as well as special talents, called children with special needs, they need special education services. For example, at SLB Bhakti Kencana 1 Berbah, for children with intellectual disabilities, teachers use a way to understand and enter the world of children with intellectual disabilities. This includes an empathetic approach, patience, and understanding of their needs and uniqueness. Learning through play is also done by the teachers. And one teacher only teaches a few children. This is because children with intellectual and cognitive disabilities have limitations. So, the teachers apply these strategies and methods. However, it is different if what is faced is other children with special needs.



Figure 5. Learning practice with strategies and media by the teacher

Figure 5 is a photo that researchers took when the teacher was teaching in the classroom. The student is a hearing-impaired student. In the learning process, it can be seen that the teacher gives explanations assisted by the use of picture media and

illustrations pasted on the blackboard. In addition, the teacher also gave explanations through sign language. With hearing limitations, using visuals and visual aids such as pictures, videos, or other teaching aids can help them understand the material better. Alternative communication supports such as sign language can also help deaf children feel motivated and engaged in the learning process.

By providing appropriate support and understanding their individual needs, teachers can help children with special needs to feel motivated and successful in learning. Sometimes teachers in this SLB also provide rewards or gifts for students. In addition, giving praise and recognition for students' efforts and achievements is also done by teachers. There is also good cooperation with parents. For example, providing motivation to parents, giving directions to monitor children in doing homework, reporting on learning progress and students' daily lives, and others. So that the practices carried out by teachers can help motivate children's learning.

Students who attend SLB Bhakti Kencana 1 Berbah have various kinds of privileges. The data from the school found that in this SLB there are five types of disabilities experienced by students. The five types of disabilities include the hearing impaired, the mentally disabled, the physically disabled, the visually impaired and the multiply disabled. To foster learning motivation, the practices carried out by teachers are also tailored to the needs of students. So that the practices carried out by the teacher vary according to the privileges that students have. So to make it easier to understand the practices carried out by teachers on students at SLB Bhakti Kencana 1 Berbah, the following table is made.

Table 1. Explanation of types of disabilities and teacher practices

<b>Type of Disability</b>	<b>Explanation</b>	<b>Practices</b>
Hearing Impaired	Students have limitations in their hearing. And sometimes also have problems in speaking.	Teachers provide learning with the use of Sign Language. Learning is more about direct instructions and assisted by visual media such as pictures and others. Teachers also provide approaches to students and collaborate with parents.
Mentally Impaired	Students have intellectual and cognitive limitations. So that intellectual and cognitive are generally below average.	One teacher assists only a few children. Teachers understand and enter their world. So learning is interspersed with games or more fun learning.
Physically Impaired	Students who have imperfect limbs. For example, limitations in bones, muscles, joints, and others.	Teachers adjust to the condition of the child which body parts have limitations. So that teachers provide strategies, methods and media that suit children. Giving praise and rewards is also done by the teacher.

Visually Impaired	Students have limitations in the eyes. So that his vision is impaired.	Teachers provide learning with real-life experiences. The teacher touches or moves the child directly. In addition, with the lecture method, and others. Also providing audio or sound media assistance such as voice recordings, songs and others.
Multiply Impaired	The student has two or more disabilities. So that the child has two or more limitations.	Teachers use varied strategies and methods depending on the specific needs of each individual. This includes differentiating learning, using appropriate learning aids, and providing individualized support according to each student's needs. So that each student can access learning effectively and reach their full potential.

From the table, it can be seen that the practice of applying strategies, methods and media in the learning process is carried out by teachers. Where the application of these strategies and methods is tailored to the needs of students. So, students with special needs are fulfilled in their learning. That way, they are motivated in their learning. So, the Hadith regarding learning motivation in this practice tradition lives in SLB Bhakti Kencana 1 Berbah.

### **Conclusion**

This research explores the living hadith approach, which involves the application of hadith values and teachings in daily life. It was found that in providing motivation to learn, especially for children with special needs, teachers and parents are involved in providing motivation. Parents also reported positive changes in their children's behavior and attitude. This shows that the living hadith approach not only has an impact in the school environment but also contributes to students at home.

Motivation in this case encourages students to continue active learning in order to achieve certain desired goals, is the foundation or driving force within a person. The living Hadith in SLB Bhakti Kencana 1 Berbah: (1) Written tradition, there are writings attached to the school environment to the classroom in various forms; (2) Oral tradition, instructions and guidance containing learning motivation are given to students and their parents directly, repeatedly and routinely; (3) Practical tradition, each teacher applies strategies, methods and learning media according to the type of disability experienced by students. Thus, the tradition of learning motivation in writing, oral, and practice, lives in SLB Bhakti Kencana 1 Berbah.

## References

- Ayu Desy N. Endah Lulup T P. dan Suharsono Naswan. "Pengaruh Motivasi Belajar Dan Aktivitas Belajar Spiritual Hasil Belajar Akuntansi." *Jurnal Ekonomi* 4, no. 1 (2014): 4.
- Bahri, Samsul. "Upaya Guru Dalam Memberikan Motivasi Belajar Kepada Siswa Berkebutuhan Khusus (Tunanetra) Di SLB Negeri 2 Lombok Tengah." *Desember* 14, no. 2 (2022): 136–47. <http://journal.uinmataram.ac.id/index.php/>.
- Dasmiah. *Model Mnajemen Pelayanan Pendidikan Anak Berkebutuhan Khusus (ABK)*. Yogyakarta: Deepublish, 2021.
- Dermawan, Oki. "Strategi Pembelajaran Bagi Anak Berkebutuhan Khusus Di Slb." *Psymphatic: Jurnal Ilmiah Psikologi* 6, no. 2 (2018): 886–97. <https://doi.org/10.15575/psy.v6i2.2206>.
- Firmansyah. "Motivasi Dalam Proses Pembelajaran Menurut Perspektif Hadis Tarbawi." *Edukatif* 8, no. 20 (2022): 63–72.
- Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara, 2014.
- Hamzah B. Uno. *Teori Motivasi Dan Pengukurannya*. Jakarta: PT Bumi Aksara, 2009.
- Khairun Nisa, Sambira Mambela, and Luthfi Isnii Badiah. "Karakteristik Dan Kebutuhan Anak Berkebutuhan Khusus." *Jurnal Abadimas Adi Buana* 2, no. 1 (2018): 33–40. <https://doi.org/10.36456/abadimas.v2.i1.a1632>.
- Maulana, Luthfi, Muhammad Arif Rasyid Ridha, and Andi Murni. "Fenomena Living Hadis Dalam Pembelajaran Anak Usia Dini." *Khazanah Theologia* 2, no. 3 (2020): 142–52. <https://doi.org/10.15575/kt.v2i3.10331>.
- Maulina, Yuna Alfah. "Living Hadis Pada Tradisi Kenduri Di Kampung Mee Adan Aceh." *Studi Hadis* 6 (2020).
- Nabiilah, Nadia Aulia, Siti Mahmudah, and Diah Anggraeny. "Motivasi Belajar Anak Berkebutuhan Khusus Di Sekolah Inklusi." *Jurnal Pendidikan Inklusi Citra Bakti* 1, no. 2 (December 2023): 167–72. <https://doi.org/10.38048/jpicb.v1i2.2408>.
- Rahmah, Fifi Nofia. "Problematika Anak Tunarungu Dan Cara Mengatasinya." *Quality* 6, no. 1 (2018): 1. <https://doi.org/10.21043/quality.v6i1.5744>.
- Sarnoto, Ahmad Zain, and Almaydza Pratama Abnisa. "Motivasi Belajar Dalam Perspektif Al-Qur'an." *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4, no. 2 (2022): 210–19. <https://doi.org/10.37680/scaffolding.v4i2.1609>.
- Sholihin, Rahmat. "Motivasi Dalam Perspektif Pendidikan Islam." *Educatioanl Journal: General and Specific Research* 2, no. 3 (2022): 469–78.
- Sodik, Mohamad, Yosef Farhan Dafik Sahal, and N. Hani Herlina. "Pengaruh Kinerja Guru Dalam Pelaksanaan Pembelajaran Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Alquran Hadis." *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (2019): 97. <https://doi.org/10.36667/jppi.v7i1.359>.
- Yana, Virda, Mulia Dani, and Eko Purnomo. "Menumbuhkan Motivasi Belajar Perspektif Hadits Sunan Ibnu Majah." *Tawazun: Jurnal Pendidikan Islam* 15, no. 3 (2022): 369. <https://doi.org/10.32832/tawazun.v15i3.7620>.