

Right Brain Learning In The Textbook Of Hanifida Method

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ABSTRAK

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Right brain learning theory is learning that refers to the Constructivism perspective where learners actively construct or build new ideas or concepts based on the knowledge that has been possessed in the past or at present. From constructivism, the right brain learning theory was born, which includes the Hanifida method. The theories in the Hanifida Method are story technique, location stake technique, and association.

This research uses a qualitative study based on a literature study. Hopefully, this paper can be useful and provide solutions to learning problems in Islamic religious education both as a scientific discipline and as an institution.

1. Introduction

1.1. Background of the problem

Memory-based learning is learning that the researcher found interesting to be applied in the classroom. This is due to the assumption that no human child should be labeled stupid or has a unique mentality. The cause of children being unable to follow the learning process well, understand and memorize depends on the teacher's ability to teach, guide, and facilitate students toward the gate of success. The methods and strategies widely applied in the classroom are always in favor of children whose brains tend to be left-brained and not right-brained. Learning outcomes have a good impact on children with a left-brain tendency and are a disadvantage for right-brain children. Those with a left-brain tendency are usually called smart, kind, polite, and obedient children, and as for children with right-brain tendencies become children who get a bad stigma; stupid children, naughty, lazy, and others.

Based on the author's observations related to the left-brain and right-brain children, many successful people, either leaders or entrepreneurs, come from people who used to be right-brains. On the other hand, many left-brained people only become staff, employees, and subordinates to right-brain people.

Based on the description above, the writer is interested in researching the right-brain-based learning method applied in the Hanifida method textbook.

1.2 Problem Formulation

The formulation of the problem in this journal is:

- 1). What is Right-Brain learning?
- 2). How is the memorization method in the Hanifida method book?

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1.3 Objectives of the Research

- 1) To add and deepen knowledge of theories and methods of right-brain learning
- 2) To be input for teachers so that in teaching, they hold the principle of the Hanifida method in accordance with the objectives to be achieved.

2. Literature Review

Considering the urgency and relevance of this paper, it is necessary to present relevant previous research results. Based on the researcher's investigation of this issue, there are some articles related to this paper, including:

Khoirotul Idawati, with a research entitled *Al-Asma al-Husna Training Hanifida Method: Real Solutions to Boost Children's Brains*, published in the *Journal of Community Service* Volume 1 Number 2, December 2021, Pages 77 - 81, mentions the Hanifida method is a fun and comfortable way of learning that is free from pressure and indoctrination, always involve both left and right sides of the brain.

Another study by Ikhwan Khairu Sadiqin with the research title *Optimizing Students' Right Brain Potential in Chemistry Learning* *Journal of Science Education Innovation*, Vol. 8, No.1, 2017, 27-35 27 mentions that the learning process that optimizes the performance of the right brain can be done on the chemical bonding material

Based on empirical data from several scientific works above, it can be emphasized that none of the previous writings have studied the Hanifida method textbooks in depth. Therefore, the researcher wants to examine the application of the right-brain method in the Hanifida method textbook.

2.1 The Right-Brain Learning Theory Of Hanifida Method Version

Basically, learning theory from time to time is centered on three perspectives: behaviorism, cognitivism, and constructivism.

The essential characteristic of the behaviorism approach to learning is the understanding of events in the environment to predict a person's behavior. The focus of behaviorism is the response to various types of stimuli (Muhaimin 2001, p. 205). Toward the end of the 1950s, there were many criticisms of behaviorism. Behaviorism is too focused on the response to a stimulus and changes in behavior that can be observed.

After that, the cognitivist theory was born, which focuses on the "brain". Modern cognitive psychologists argue that learning involves complex mental processes, including memory, attention, language, concept formation, and problem-solving. They examine how humans process information and form mental representations of other people, objects, and events. In subsequent developments, the mainstream of cognitivism shifted to constructivism. Cognitivists also follow the dynamics of change toward constructivism. (Muhaimin 2001, p. 205)

Constructivism views learning as a process in which learners actively construct or build new ideas or concepts based on the knowledge that has been possessed in the past or at present. From constructivism, the 21st-century learning theory was born, one of which is the Hanifida method.

Among the spectacular discoveries of the brain is the Asymmetric Hemispheric which was discovered by Sir Roger Walcott Sperry a doctor from England, in 1981. This theory is better known as the right brain and left brain, where the left brain deals with logical things, sequences, language, analysis, and routines, and the right brain is concerned with things like imagination, creativity, color, emotion, randomness, shapes or images, and music. According to Edward de Bono, the left-brain dominant way of thinking is no longer suitable to face this new millennium. What can be done is a relevant statement to put forward for the present (Muhaimin 2001, h. 205).

The way of analytical thinking or linear thinking (typical of the left brain) makes it difficult for humans to develop properly, which limits a person's creativity because he faces what is already there. Static thinking does not produce anything new because the goal of analytical thinking, vertical or linear, is truth. This style does not produce new pathways for the brain.

The right brain tends to imagine. When imagining something repeatedly, it will enter the subconscious brain, so the right brain is the gateway to the subconscious brain. The human mind is divided into two: the conscious mind and the subconscious mind. The conscious mind is what is experienced now, and one can read and understand the meaning of words. This mind is aware when humans are awake and sleeps when humans are asleep (Amjad, p.78).

Meanwhile, the subconscious mind is the mind that controls the characters, habits, and hobbies. It has extraordinary powers to change a messy life to be more organized. This mind is always aware and never sleeps. Therefore, if a certain idea comes or hears something that has been tested before, the conscious mind is likely to justify it. If the mind confirmed it, then the first thing it did was send this news to the subconscious mind. Every time this happens repeatedly, then what is set in the subconscious mind gets stronger. So, it becomes a habit that shapes a person's character (Amjad, p.78).

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The conscious mind is like the captain of a ship who steers a large ship (the subconscious mind). Therefore, it will be found that most people who fail in their lives are people who are willing to take for granted negative messages directed at them, such as, "You are stupid! You can't do it!" until those negative messages shape their lives. They do not immediately carry out their work or tasks for fear of failure because the subconscious mind has confirmed the notion that the failure they fear will occur. (Amjad, p.78). Based on this, the subconscious brain is much more decisive than the conscious brain. Thus, the right brain is indeed vital in everyday life.

While, "what is possible" is a characteristic of right-brain imaginative questions. It will lead to endless possibilities and lots of creativity. This trend, which Edward de Bono photographed, is slowly but surely becoming a new trend in all areas of life. Constructive and imaginative thinking can only appear with the right brain thinking style

2.2 Hanifida Method

The Hanifida method is a formulation or modification of conventional techniques with George Lozanov's Accelerated Learning technique, which applies the basic theory of 21st-century fast memorization. It explores the full potential of the brain to the fullest by combining the story system, replacement system, location system, number system, and sentence system. The five systems are interrelated, and none stand alone, especially the story system, which always underlies all existing systems.

This theory was born around the 1950s, initiated by George Lozanov under the name Accelerated Learning. This theory emphasizes the critical relationship between the conscious and subconscious brains. That everyone has enormous brain potential waiting to be used. The most essential part of learning is the subconscious mind, so a good educator must be able to break down the walls of learning by making logical, ethical, fun, and stress-free presentations. Regarding memory, Lozanov offers linking techniques and stories accompanied by imagination.

In 1982, the theory of Quantum Learning was proposed by Bobbi De Porter, a student of George Lozanov. De Porter seeks to refine his teacher's theory and add various points of view so that it has different characteristics. The development, among others, resulted in the following remembering techniques:

- a. Linking/linking technique: linking words with silly stories for easy memorization. Instructions: 1) Use color and sensory descriptions, 2) Expression, 3) apply vulgar or excessive stress, 4) Engage emotions, and 5) Be bold.
- b. Hook system: is not fixed. It can be made as desired. The hook system uses objects with similar sounds, shapes, or other visual similarities.
- c. Location/Loci method: uses the location as the benchmark for the sequence. The locations used are familiar (we know and memorize), memorable, and sequenced.
- d. Using acronyms: used to memorize sequence words. Using the initial letters of a group of words, sorted and made an easy-to-remember story.

Thus, the emergence of the Hanifida method, which adheres to the 21st-century learning system, was inspired by George Lozanov and Bobbi De Porter. The results of the researcher's analysis regarding the technique of remembering in the Hanifida method book, in this case, there are three kinds: First, textbooks; Second, learning media; and third, learning evaluation tools.

1. Memorization textbooks through the Hanifida method

a. Definition

The Hanifida method textbook is a collection of learning materials consisting of minimal teaching materials that students must learn to master basic competencies; in this case, the entire contents of Asmaul Husna and Al-Quran Juz 30.

b. Objective

Hanifida method textbooks are made and compiled to facilitate educators' teaching and learning process so that students do not experience difficulties and learn according to the set targets. So far, students have experienced many difficulties, boredom, and despair in memorizing the Qur'an due to various reasons. This includes the repetition method without a hook system, which is a monotonous learning atmosphere.

c. Characteristics

The Hanifida method textbook, which is a modification of the tikror technique with the 21st-century fast memorization technique, consists of five techniques:

- 1). Number system is a system for memorizing sequences of numbers by converting numbers into words. The foundation is a combination of visual associations in the form of numbers, letters, and objects. Example: number 1 is represented by the letter T, which means Teri; number 01 is symbolized by the letter DT which means DoT
- 2). Location system/loci is a system that uses the association method by linking objects or ideas with their place of residence (loci). For example, a) doors, b) windows, c) chairs, d) tables, e) cupboards, and so on.

3). The story system is a system for remembering the sequence of several objects in the form of a story by connecting the first object with the second object, then the second object with the third object and so on accompanied by shadowing techniques so that the left brain activity that memorizes the sequence of letters is in sync with the activity of the right brain that imagines objects.

4). The association system is a system for memorizing difficult words/terms, imagined and then described with other words that sound similar. Example: Pythagoras is depicted as a paper tape, Newton is depicted as Yu Tun.

5). The sentence system is an advanced story and location system to remember sentences by creating imaginary stories from the core of a sentence. Example: Gabah jangan sampai terkena kulitnya, Bayi...nah gatal kan? Itu bukti yang nyata kalau bayi gatal, medeni kan? It is like the story of the people of the book and the polytheists who were divided after the arrival of the prophet Muhammad. Some of them believe some do not. The one-paragraph story is a combination of the core sentences: Gabah is a symbol for the surah order number, 98, Bayi...nah is a description of the name of the surah al-Bayyinah, bukti yang nyata is the meaning of al-bayyinah, if bayi, is a primary number substitute for number 8, which shows the number of verses, the word medeni is the place where it was revealed, Medina, after the asterisk for the core content of the surah.

3. Conclusion

The Hanifida Method textbook is a book that has the learning characteristics of optimizing the right brain by combining the story system, replacement system, location system, number system, and sentence system. The five systems are interrelated and none of them stand alone, especially the story system which always underlies all existing systems.

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