

Preliminary Insights Into The Benefits Qur'an Memorisation Learning In Early Childhood Education

Retno Wulandari¹, Yufiarti², Hapidin³

¹Early Childhood Education, Doctoral Program, Universitas Negeri Jakarta, Indonesia

²Departement of Psychology, Universitas Negeri Jakarta, Indonesia

³Early Childhood Education, Doctoral Program, Universitas Negeri Jakarta, Indonesia

Abstract

Indonesia has a population with the majority embracing Islam. Indonesian people hold the Islamic religion not only as a belief or culture that must be followed and adhered to. Therefore, there are many Islamic-based schools in Indonesia, including Islamic-based preschools. Tahfidz Qur'an is one of the Islamic-based learning programs in kindergarten. For this reason, this article aims to see what benefits there are from the Tahfidz Qur'an program for preschool. This research is qualitative research with the type of library study. Data obtained from collecting references in the form of scientific articles, books and previous research. Data analysis techniques are carried out by selecting, comparing, combining and sorting so that relevant ones are found. As a result, the Al-Qur'an memorization program in early childhood education has a positive impact on aspects of early childhood development, especially on aspects of cognitive, language and social emotional development. Even so, the tahfidz Qur'an program for children must be provided through fun activities such as through play activities, or by using media that is attractive to young children. This is done so that children do not feel pressured by the memorization targets set by the school.

Keyword: *Qur'an memorisation, Benefits Qur'an Memorisation, Early Childhood Education.*

1. Introduction

Indonesia has a population with the majority embracing Islam. Indonesian people hold the Islamic religion not only as a belief or culture that must be followed and adhered to. However, more than that, Indonesian people embrace Islam as more than an ideology of belief that they use as a guide to life (Fanny, 2022) . The majority of the Muslim population uses the teachings of the Islamic religion in all aspects of life, from waking up to going to sleep. Indonesian people use the guidance of the Islamic religion with the belief that they will get happiness and peace if they implement Islamic teachings in their daily lives (Zubaedi et al. , 2020) . So, apart from that, there are a lot of Islamic boarding school education or what is known as Islamic religion-based education, which is proportional to the number of Indonesian people. The type of education based on Islamic religious education starts from the most basic education, namely early childhood education based on Islamic religion, elementary school based on Islamic religion, up to the highest level of education, namely Islamic religious-based university. At each level of education, all of them provide education with a regular curriculum and Islamic teachings (Wastu, 2015) .

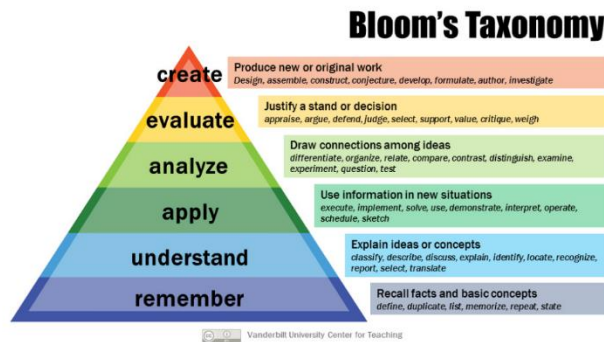
Islamic teachings taught in Islamic-based education adhere to the Koran and hadith. The Qur'an is the holy book of Muslims and also the essence of life guidelines that are adhered to by Muslims so that reading and memorizing it is a must for Muslims (Fauzia, 2015) . Considering the phenomenon of the Indonesian population, the majority of whom follow the Islamic religion, as well as the interest of Indonesian citizens regarding Islamic-based education. So now many schools implement Islamic-based curricula with superior Qur'an tahfidz programs. The tahfidz Qur'an program is not only aimed at adults, but now many Islamic-based early childhood education programs include tahfidz Qur'an programs for early childhood (Ahmad Sabri, 2020) . Based on this, this article will show the benefits of memorizing the Qur'an in early childhood, especially in early childhood education

2. Literature Review

2.1 Qur'an Memorization in Early Childhood Education

Bloom (1965) stated that the results of education are divided into three domains, namely, (1) cognitive domain, related to learning goals oriented to thinking abilities; (2) the affective domain relates to feelings, emotions, value systems and attitudes); and (3) psychomotor domain (oriented to motor skills or use of skeletal muscles). The cognitive domain has six levels that must be achieved by children, this domain is symbolized by C which means cognitive, C1, C2, C3. C4, C5 and C6. C1 is the basic cognitive level, namely remembering, C2 (understanding),

C3 (applying), C4 (analyzing), C5 (evaluating), C6 (creating). This research is based on the first cognitive level, namely remembering, it explains that what is included in remembering is remembering and recognizing basic knowledge (Darmawan & Sujoko, 2013) . This is illustrated in Figure 2.2 as follows:



Memorizing involves the process of entering and exiting information where the memorizing process involves several steps: *outside world* , followed by *sensory memory*, *working memory*, and *permanent memory* . Next, the word tahfidzul Qur'an comes from two words, namely Thafidz and Qur'an. The word Tahfidz linguistically has the meaning of always remembering, this is because the word Tahfidz comes from Arabic, namely memorizing, while the word hafal in Arabic comes from the words hafidza-yahfadzu-hifdzan which means having the ability to always remember and having the property of forgetting very little (Hurriyati et al., 2022) . Memorization activity is an activity carried out by a person repeatedly through reading or hearing something so that the person has a memory or memory of that thing (Mohd Rodzi et al., 2021). Early age is the golden age where the child's intelligence level ends at zero. up to four years increases drastically to reach 50% and will continue to increase to 80%, namely at ages zero to eighteen years (New & Cochran, 2007). So at the very rapid level of intelligence development, these times are the best times for memorizing.

3. Material and Method

This research is qualitative research with the type of literature study. Data obtained from this library is from collecting references in the form of articles, books and previous research (Creswell, n.d.), to find out what are the benefits of tahfidz Qur'an in early childhood, especially in early childhood education

3.1 Design Study

The stages in this research began with several procedures as follows (Flick, 2012):

1. Determine the research topic

2. Searching for information
3. Determine the direction of research
4. Collect data sources
5. Presenting data
6. Compile reports

3.2 Data Analysis

The information analysis technique used in this research uses a content analysis method which can be used to obtain substantial inferences and can be re-examined according to the context (Creswell, n.d.). In the analysis, selection, comparison, combining and sorting will be carried out so that relevant ones are found. Checking between libraries and paying attention to the supervisor's comments is carried out in order to maintain the continuity of the process of evaluating, preventing and eliminating incorrect information which is a human misunderstanding that may arise due to a lack of authors (Flick, 2012).

4. Result

The enthusiasm of the Tahfidz house which is aimed at early childhood attracted the public's interest so that research was carried out regarding the trend of Tahfidz houses which was carried out by (Ahmad Sabri, 2020) and it was found that First, the Tahfidz House program attracted public interest because it offered dimensions of character formation such as increasing Insights Remainder, Passionate Remainder, and Otherworldly Remainder. Second, there are theological reasons in the local community landscape which consider that the Qur'an offers the concept of blessing in our lives. Third, the existence of Rumah Tahfidz as non-formal education has two dominant affiliations, namely pure education and based on market interests or capitalization (Ahmad Sabri, 2020).

A study of working memory among Al-Qur'an Hafidz concluded that effort control was the most significant factor in predicting working memory among Al-Qur'an Hafidz in the context of memorizing the Al-Qur'an. Additionally, effortful control significantly predicted attention and executive performance in working memory. The research findings revealed that the attention dimension is effort control significantly predicts working memory, attention, and executive in working memory as well. Therefore, among the three dimensions of effortful control, effortful attention was the most significant predictor of working memory and working memory dimensions (attentive and executive) were the most significant. The study also

concluded that IQ predicted all three dimensions of working memory, including Short-Term Storage, Attention, and Executive Control, but did not predict working memory. However, mood predicts working memory dimensions and attention dimensions of working memory (Tarmuji et al., 2022).

Listening to the chanting of the holy verses of the Koran with a good rhythm can interact with the rhythm of the human brain. These interactions can improve human cognition through neural synchronization (Samhani et al., 2022). Recitation of the Koran contains rhythmic sounds and physical features that interact with the human auditory system, producing changes in brain oscillations and improving cognitive performance such as attention, memory and speaking fluency. Rather than just being a conclusion, it is hoped that this review will attract other researchers to further explore the scientific and health benefits of the Al-Qur'an (Ismail et al., 2023)

5. Discussion

Brain development in early childhood reaches up to 80%, this is the golden age where the foundation for development lies at the age of 0 to 8 years. This opportunity is used to develop all aspects of early childhood development starting with aspects of moral and religious development, cognitive, language, social emotional, physical motor and arts or in the independent curriculum there are three elements that must be developed in early childhood education, namely elements of character and character. religion, elements of identity as well as literacy and steam. Considering that the golden age is a critical period, the enthusiasm of the Indonesian people, the majority of whom embrace Islam, is taking advantage of this period to make their children memorize the Koran by involving their children to become students in an institution that implements schools. Islamic-based preschool with a superior Qur'an tahfidz program.

The aim and objective of parents in making their child a Qur'an tahfidz is for their child to become a human figure who is not only academically intelligent but also someone who is emotionally intelligent (Wulandari et al., 2024). Apart from that, based on the results of the literature review shown above, it is stated that memorizing the Qur'an can significantly make it easier for children to remember lessons, this is because through memorization activities children get used to hearing the chanting of holy verses and memorizing them so that children will get used to it. memorize by listening. Apart from that, memorizing activities will make children calmer and their emotional intelligence will be controlled easily. Through the activity

of memorizing the Qur'an, children are also taught to interpret the meaning of the verses that have been memorized so that children learn the good behavior norms contained in the Islamic religion.

6. Conclusion, Implication, and Recommendation

The Al-Qur'an memorization program in early childhood education has a positive impact on aspects of early childhood development, especially on aspects of cognitive, language and social emotional development. Even so, the tahfidz Qur'an program for children must be provided through fun activities such as through play activities, or by using media that is attractive to young children. This is done so that children do not feel pressured by the memorization targets set by the school.

8. References

Article Journal

- Ahmad Sabri. (2020). Trends Of “Tahfidz House” Program In Early Childhood Education. *JPUD - Jurnal Pendidikan Usia Dini*, 14(1), 71–86. <https://doi.org/10.21009/Jpud.141.06>
- Creswell, J. W. (N.D.). *EDUCATIONAL RESEARCH Planning, Conducting, And Evaluating Quantitative And Qualitative Research* (T. Theodoridis & J. Kraemer (Eds.); 4th Ed.). University Of Nebraska–Lincoln.
- Darmawan, I. P. A., & Sujoko, E. (2013). Revisi Taksonomi Pembelajaran Benyamin S. Bloom. *Satya Widya*, 29(1), 30. <https://doi.org/10.24246/J.Sw.2013.V29.I1.P30-39>
- Fanny, N. (2022). Pengembangan Kurikulum Paud Islami Di Aceh. *Jurnal Buah Hati*, 9(1), 10–26. <https://ejournal.bbg.ac.id/buahhati/article/view/1802>
- Fauzia, S. N. (2015). Perilaku Keagamaan Islam Pada Anak Usia Dini. *Pendidikan Usia Dini*, 9(2), 303–318.
- Flick, U. (2012). Qualitative Research Designs. *Designing Qualitative Research*, 36–50. <https://doi.org/10.4135/9781849208826.N4>
- Hurriyati, E. A., Fitriana, E., Cahyadi, S., & Srisayekti, W. (2022). The Predictive Role Of IQ, Mood, Emotional Reactivity, And Effortful Control On Working Memory Among Hafidz Qur'an. *The Open Psychology Journal*, 15(1), 1–10. <https://doi.org/10.2174/18743501-V15-E2202210>
- Ismail, S., Sharifudin, M. A., Jusoh, M. H., Wahab, M. N. A., & Reza, M. F. (2023). Preliminary Insight On Neural Correlates Of Quranic Impacts On Cognition: A Review.

- Malaysian Journal Of Medicine And Health Sciences*, 19(7), 57–64.
<https://doi.org/10.47836/Mjmhs.19.S12.8>
- Mohd Rodzi, N. K., Abdul Rahman, N., Naiimi, N., Ahmad @Muhammad, N., Ayob, S., & Selamat, S. (2021). Mnemonics: An Alternative Memory Enhancement Technique In Teaching Accounting Theories. *Jurnal Intelek*, 16(1), 83–90.
<https://doi.org/10.24191/Ji.V16i1.367>
- New, R. S., & Cochran, M. (2007). EARLY CHILDHOOD EDUCATION: An International Encyclopedia. *Early Childhood Education: An International Encyclopedia*, 1–1382.
<https://doi.org/10.5860/Choice.45-0035>
- Samhani, I., Reza, M. F., Jusoh, M. H., & Juahir, H. (2022). Rhythms Synchronization Effects On Cognition During Listening To Quranic Recitation. *Malaysian Journal Of Fundamental And Applied Sciences*, 18(5), 603–617.
<https://doi.org/10.11113/Mjfas.V18n5.2671>
- Tarmuji, N. H., Mohamed, N., Hazudin, S. F., & Wan Ahmad, W. A. (2022). Linking Study Of Memorising Quran With Academic Performance. *Asia Pacific Journal Of Educators And Education*, 37(1), 181–191. <https://doi.org/10.21315/Apjee2022.37.1.9>
- Wastu, Y. & K. (2015). *SEKOLAH ISLAM TERPADU DALAM KONTEKS DESAIN Studi Kasus : Sekolah Al-Irsyad Satya Islamic School Kota Baru Parahyangan. 1*, 1–8.
- Wulandari, R., Yufiarti, Y., & Hapidin, H. (2024). *Parent's Motivation To Send Their Children To Islamic-Based Kindergartens As A Means Of Introducing Quran Memorization Learning*. <https://doi.org/10.4108/Eai.30-10-2023.2343069>
- Zubaedi, Hakim, M. A. R., & Asiyah. (2020). The Use Of The ASSURE Model In Developing Animation Video As English Teaching Materials For Islamic Kindergarten Students. *International Journal Of Innovation, Creativity And Change*, 11(10), 1–19.