

Motivating Children's Memory By Giving Memorizing the Qur'an

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ABSTRACT

The study was intended to improve children's memory by the one day one method at the tahfidz jauzen home. The kind of research used was class action research in collaborative ways. The subjects in this study are children of a group of 17 children. The method of data collection used was the method of oral testing and documentation. The research instrument used was the oral test assessment sheet. Data analysis techniques using quantitative and qualitative analytic techniques. Success indicators in the study if percentage calculations showed 78.3% of 17 children have memory at high criteria. Studies indicate that children's memory can be increased by the method of one day one verse. This can be proved in a child's initial condition before action indicates that the majority of children are at low criteria at a percentage of 76.47%. In the I cycle the child's memory increased at a high criteria of 23.52% children successfully reaching high criteria, on the ii cycle children's memory at high criteria was enhanced by a percentage of 88.23% of children successfully reaching memory indicators at high criteria.

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1. INTRODUCTION

Early child education is an essential level of education for each human to develop all aspects of development. The 2013 national education system, article 1 verse 14, states that "early childhood education is a development effort aimed at children from birth to six years provided through educational stimulation to help physical and spiritual growth and development bring children into readiness for further education."

Early age is a pivotal time in the overall stage of human development. Slamet suyanto, (2005: 7) explains the early 0-8 years of age often referred to as golden or golden age. In this age of gold it is an opportunity to develop all aspects of a child's development and potential, for in a golden age a child will readily accept, follow, and hear everything that is exemplified, heard and engaged. All that information will be stored in a child's brain memory indefinitely. Therefore, early childhood education is vital and provides the first foundation for developing aspects of a child's development in dealing with the next development. Education should be able to provide stimulation that can foster all aspects of the child's development overall including cognitive, affective and psychological aspects.

Cognitive development is a term used by psychologists to describe all mental activities associated with perception, thought, memory, and information processing that enable one to acquire knowledge, solve problems and plan the future (desmita, 2009: 97-98). As Robert gagne

(slamet suyanto, 2005: 86) mentions in cognitive theories that learning is the process of obtaining information, processing information, storing information and remembering information controlled in the brain. One of the cognitive aspects that should be developed in a child's cognitive development is memory.

Memory is a key ingredient in cognitive development. With memory, individuals are enabled to store information received at all times (desmita, 2009: 121). The memory of a young child is still very clean and untainted by mistakes. Therefore, stimulation and knowledge need to improve a child's memory. Bimo walgito (2004: 144) says that memory is a language from memory, while others use memory terms and others use memory terms according to memory.

Suryabaverage, 2006: 44). A method that can be done to improve this memory by memorizing. Tablets of sharbini and heri gunawan, (2014) reveal that the age of the golden age or umrun dzahabiyun was marked by their strong intellect and hafalla. Therefore, it is very easy for a child to memorize, even if he is unfamiliar with them. The function of the Koran's education on a child's cognitive and affective development in general is to increase the children's moral development and ability to memorize the Koran and thus indirectly develop a child's memory.

Memorizing the Koran is to store word for word in the mind and heart (dina y sulaeman, 2007: 132). According to winkel (masagus, 2015) the hallmark of memory is literal reproduction and the creation of a cognitive scheme in memory that can be played back when needed. The memory of a child who is clean and has not stored much of the memory will be easier to memorize. The brain and the child's extraordinary memory will be easier to capture and remember the stimulation materials given by educators.

Tahfidz jauzen's home was one of the institutions of education that practiced the qur 'an's memorized methods on elementary school children. So that children in the tahfidz jauzen home get used to verses from the qur 'an and always improve their memory. Researchers observe during learning and interviews with class teachers at the tahfidz jauzen home.

2. METHOD

This study is a type of classroom action research, which means that research performed by teachers in the classroom through self-reflection with a view to improving the quality of the learning process in class, so that students' learning can be improved (daryanto, 2011: 4). This class's action study is intended to enhance a child's memory by one day one verse. The study was conducted at tahfidz jauzen's home, where the subject was the 1-6 elementary school children.

3. RESULTS AND DISCUSSION

The implementation of this study is divided into two stages, a pre-action stage, and an implementation stage. While the phase of execution is divided into two cycles, that is, the first and second cycles.

Things done at this stage of planning are as follows:

A. Step one, the teacher writes one verse on the board. Then the teacher read the scripture written on the board with a loud voice repeated over and over with the children. The children repeat the memorized given by the teacher. After the child has memorized each written board, the board is wiped out.

B. Step two, to reinforce the child's memory, the teacher invites the child to play a game. The game was designed with the teacher to divide the groups. ABU bakr and the aisyah. The teacher invites the child to memorize with competition between two groups. Kids will scramble into memorizing to be able to win in the game.

C. The third step, the teacher recounts the contents of the first verse of al-fiil's letter by telling the story. Each child was given a chance to do a q and a. While talking about teachers picking up children to repeat their conversations.

D. Step four, the teacher designated one child after another to reintroduce the animal by the advanced method. Teachers rate according to the assessment indikator.

Discussion

Based on observations on the cycle I, memory shows increased results compared with the initial conditions before action. The increase in results had not yet reached the indicators of success, so improvements to cycle ii action needed to be made in order to achieve the desired results. ABU ahmadi and munawar sholeh (2005: 94) thought that a child's memory development would be permanent when a child was about 4 years old. A child's memory reaches its finest intensity by the time a child is approximately 8-12 years of age. At that time the capacity for memorization or memorization could contain a lot of material.

In this study, the correct memory is that children can capture information provided by a teacher, then store that information in the brain and can re-evitate it. Winkel (2012: 87) memorization is the implanting of a verbal material in memory, which can later be reproduced literally, according to the original. The information is that a child can recite a Koran verse given by a teacher, then can repeat it. The information reproduced was memorized memorized texts. As the blogger abdullah explains, (2008:154) that a child's childhood has both memory and capture so strong that the child will be fit to house the Koran.

Based on the theory of results obtained during research, prior to action through action on cycle I shows that children's memory began to grow. Before the actions of many children who could not memorize a given scripture, a memorized scripture was difficult for a child to concentrate and focus on the text. In the first, second, third, fourth, and fifth cycles of first, second, fourth, and fifth meetings began to improve the ability of a child-like child to imitate and memorize the given scripture, the child could repeat the scripture.

The performance of cycle ii indicates better conditions than before the action of action and the I cycle of self-determination and the zeal of children for memorization. In the activity of memorizing children can already imitate and memorise easily and quickly, and can reenact memorized properly and sort according to the criteria for the indicator used in this study. This harmonizes with massagus theory (2015:6) that the benefit of one day one verse method for children can be easier, faster and more enjoyable in memorizing. It is also enhanced by the wiwi alawiyah wahid (2015:155) that states the value of memorizing the Koran for a child can sharpen memory. By memorizing the Koran, you will always memorize the quotations and try to match the verses memorized and compare them to their axis, both in practical terms and in terms of understanding.

On cycle action I, children's memory ability increases at high criteria (t) by the number of 4 children reaching success indicators. Memory development is increasing but not optimal. The obstacles faced when the I cycle is one of phase 1, children still struggle to concentrate on memorization, the board media is not interested in children, in phase 2, children still need a lot of repetition And at phase 4 there were still children who were still difficult to ask to come forward reading the scripture.

Based on this, researchers and collaborators agreed to continue on cycle ii with the same action of using the one day one method but with improvements on the execution stages of one day one verse. Phase 1 teacher changes the setting of the room, turns the chalkboard media into an illustrated medium that can interest a child, in phase 2 teacher inviting children to memorize by a different play, thus making it easier for the child to memorize by memorizing. Phase 3 teachers supplement the movement model with prayer practices so that children do not easily

forget, and phase 4 teachers provide child motivation with reward for raising children to be motivated in memorization and willingness to be asked to perform memorized tests ahead.

On cycle II children's memory powers increased at high criteria by the number of 15 children reaching success indicators. Most of the children are well developed. Children are already seen mimicking and memorizing a scripture easily and quickly without much repetition from a teacher, children are able to repeat memorized without the teacher's help and can go out in their reading. This accords with the theory of ammar machmud (2015: 99-100) which states that the one day one method is very easy for children to teach and enables them to memorize.

4. CONCLUSION

Based on the research findings, there are four factors that affect students in learning English. There are gratitude, students' views, emotions and anxiety, and self-confidence. It can be concluded that involving positive psychology in students shows that the classroom is useful for better acquisition in the EFL classroom. In addition, because there were four factors that were found, this shows that involving Positive Psychology realized the benefits of teachers and students for making the classroom less boring because there is always existing new motivation between students and teachers.

The study is conducted in two cycles with five sessions of each cycle with about 60 minutes of activity in it. Increased memory can be seen from the comparison of research done in pre action, the first cycle and cycle resulting in increased results. The child's early condition before action indicates the majority of children at low criteria with a percentage of 76.47%. On cycle I increased at high criteria with a percentage of 23.52% children successfully reaching the appropriate high criteria.

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