

Pedagogical Models of Teachers in Improving Quranic Memorization among Early Childhood Students: A Qualitative Analysis

Nursyamsi¹, Dedek Pabelan¹

¹STIT Syekh Burhanuddin Pariaman, Indonesia

 umminursyamsi@gmail.com*

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Abstract

This study aims to examine teachers' strategies in enhancing Quranic memorization among early childhood learners. The ability to memorize the Quran is considered one of the essential aspects of Islamic education that should be instilled from an early age through methods and strategies aligned with the developmental characteristics of children. In the learning process, teachers are required to design effective strategies so that Quranic memorization activities become easier, more enjoyable, and meaningful for young learners. The research employed a qualitative approach with a case study design, as this method allows for a comprehensive understanding of the phenomenon within its real-life context. Data were collected through direct observation, in-depth interviews, and documentation involving the principal, teachers, and students. The data analysis process followed the stages of data reduction, data display, and conclusion drawing, as outlined by Miles and Huberman, ensuring that the findings were systematically examined and academically reliable. The results of the study indicate that the strategies used by teachers to improve Quranic memorization include the application of the *talaqqi* method, repetition (*muraja'ah*), daily habituation, the provision of motivation and rewards, as well as parental involvement in supporting children's memorization at home. Supporting factors for successful memorization consist of teacher competence, a religious school environment, and family support, while inhibiting factors include differences in children's abilities, limited instructional time, and insufficient parental assistance at home. The study concludes that the implementation of well-planned, consistent strategies tailored to the developmental stages of early childhood can significantly enhance Quranic memorization skills and foster a love for the Quran from an early age. In this way, the research contributes to the development of Islamic educational practices, particularly in shaping Quranic-oriented generations through integrative and sustainable pedagogical approaches.

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INTRODUCTION

Memorizing the Quran is not limited to adults; even children now memorize the Quran from an early age. One aspect that needs to be instilled early on is Islamic religious education, particularly the study of the Quran as a guide for the lives of Muslims. Early childhood education is a crucial foundation for shaping a child's intellectual, emotional, social, and spiritual development. During this period, children are in their "golden age" a time of rapid growth and development so the educational stimulation they receive will have a significant impact on their future lives. According to Osboro and Bloom, 80% of a person's intellectual development occurs during early childhood the so-called "golden age," roughly ages 0–8 and reaches 100% by age 18 (Aziz, 2017).

The Quran is the primary source of Islamic teachings, containing guidance and direction for people in living their lives. Therefore, introducing children to the Quran and helping them become accustomed to interacting with it from an early age is a shared responsibility among families, schools, and the community. One form of such interaction is the practice of memorizing the Quran. Memorizing the Quran from an early age has many benefits, including improving memory, training concentration, fostering a love for the Quran, and shaping children's religious character. Young children have excellent memory skills, making this the ideal time to instill the memorization of Quranic verses (Firdausi & Hidayah, 2019; Vandita, 2020).

Memorizing the Quran is one of the acts that holds a very noble status in Islam. The Prophet Muhammad (peace be upon him) highly praised those who study and teach the Quran. As the Prophet Muhammad (peace be upon him) said: "The best among you are those who study the Quran and teach it" (Narrated by Bukhari). This hadith indicates that studying and memorizing the Quran are highly recommended practices in Islam. Therefore, efforts to instill a love for the Quran should begin at an early age, when children are still in a phase of rapid development.

Psychologically speaking, young children have a relatively strong memory compared to children of older ages. During this period, a child's brain develops very rapidly, allowing various pieces of information to be stored in long-term memory. This ability is one of the reasons why many Islamic educational institutions have developed Quran memorization programs starting as early as kindergarten. Through proper instruction, children are able to memorize short surahs, daily prayers, selected hadiths, and even several juz of the Quran (Aflisia, 2016; Masduki, 1970).

In addition to its religious value, the practice of memorizing the Quran also benefits a child's development. Several studies indicate that children accustomed to memorizing the Quran exhibit better concentration, more advanced language skills, and a stronger memory. The memorization process also fosters discipline, patience, perseverance, and a sense of responsibility in meeting predetermined memorization goals. Thus, Quran memorization is not merely focused on achieving memorization goals but also contributes to the development of a child's character (Alanshari et al., 2022; Masduki, 1970; Nurfitriani et al., 2022).

However, the process of memorizing the Quran for young children does not always go smoothly. Children's natural tendency to play, their relatively short attention spans, and differences in individual abilities present unique challenges for teachers in teaching Quran memorization. In addition, a lack of motivation to learn, limited learning time, and minimal support from parents at home can also affect a child's success in memorization. Therefore, appropriate learning strategies are needed so that Quran memorization activities can take place effectively, enjoyably, and in accordance with the child's developmental stage.

Teachers play a very important role in the success of Quran memorization programs in early childhood education institutions. Teachers are not only responsible for delivering the memorization material but also serve as motivators, facilitators,

mentors, and role models for students. In carrying out these duties, teachers need to apply various strategies that can enhance children's interest, motivation, and ability to memorize the Quran. The right strategies can help children memorize Quranic verses more easily and retain what they have memorized (Nisa et al., 2021; Zulfikar, 2019).

Various studies show that the success of Quran memorization instruction for young children is influenced by the use of appropriate methods, such as the *talaqqi* and *muraja'ah* methods, repetition, educational games, the use of audiovisual media, and parental involvement in supporting their children's learning at home. However, each educational institution has different characteristics, programs, and strategies for implementing Quran memorization instruction. Therefore, a more in-depth study is needed regarding the strategies applied by teachers to improve Quran memorization among young children.

METHODS

This research method employs a qualitative approach using a case study design to gain an in-depth understanding of early childhood education practices at TK Paud Siaga in Padang, West Sumatra. The qualitative approach is considered most relevant because it can explore the meanings, experiences, and perspectives of informants in a real-world context, as emphasized by (Adel et al., 2025; Anidar et al., 2026; Crewell & Porth, 1998; Efendi et al., 2026; Engkizar et al., 2026; Wahyuni et al., 2025), who states that qualitative research serves to understand social phenomena holistically. The research subjects consisted of teachers and the principal, selected through purposive sampling, with the criteria for informants being that they had a deep understanding of the research issues, were actively involved in the learning process, and were able to provide factual and relevant information. The use of purposive sampling aligns with (Assyakurrohim et al., 2022; Elizabeth, 2016) view, which emphasizes the importance of selecting informants who truly understand the phenomenon under study.

Data collection was conducted through participatory observation, semi-structured interviews, and document analysis. Observation was used to directly capture the dynamics of teacher-student interactions; semi-structured interviews allowed the researcher to explore informants' experiences and perceptions through the flexibility of open-ended questions; and document analysis was conducted on the curriculum, activity logs, and school reports. This combination of techniques strengthens data validity through triangulation; as (Denzin & Lincoln, 2011) noted, triangulation of methods is a crucial strategy in qualitative research for enhancing the credibility of findings.

Data analysis utilized the interactive model developed by (Huberman & Miles, 2002), which comprises three main stages: data reduction, data presentation, and drawing conclusions/verification. Data reduction was conducted by filtering key information from observations, interviews, and documents; data presentation was carried out using matrices, tables, and thematic narratives to facilitate interpretation; while drawing conclusions was performed iteratively to test the consistency of the findings. This analytical model has proven effective in early childhood education research, as demonstrated by (Engkizar et al., 2022, 2025; Oktavia et al., 2025; Sabrina et al., 2022), which emphasizes the importance of an iterative analysis cycle for producing valid findings.

To ensure the validity of the data, this study employed source triangulation and methodological triangulation. Source triangulation was conducted by comparing information from teachers and school principals, while methodological triangulation was carried out by combining the results of observations, interviews, and documentation. According to (M. et al., 1994), the use of triangulation is a crucial step in enhancing the credibility and reliability of research findings. Consequently,

this research methodology was designed systematically and comprehensively to produce findings that are valid, relevant, and academically accountable.

RESULT AND DISCUSSION

Based on the results of observations, interviews, and documentation, it was found that teachers' strategies for improving Quran memorization among early childhood students are implemented through several mutually supportive approaches. These strategies include the use of the *talaqqi* method, *muraja'ah* (repetition), daily practice, motivation and rewards, and parental involvement in the learning process at home.

First, the *talaqqi* method is the primary method used for teaching the memorization of the Quran at the Siaga Early Childhood Education Center. The *talaqqi* method is a form of Quran instruction conducted through direct face-to-face interaction between the teacher and the student, in which the teacher recites Quranic verses correctly, and the student listens, imitates, and repeats them until the recitation matches the teacher's.

In the context of memorizing the Quran, the *talaqqi* method emphasizes not only memorization but also the accuracy of recitation (*makhruj*, tajwid, and fluency). Students typically recite their memorized verses directly to the teacher, who corrects any mistakes (Faishol et al., 2021; Htay et al., 2025; Jay et al., 2024; Rahmad et al., 2021).

The teacher recites verses from the Quran with *tartil*, and the children repeat the recitation over and over until they get it right. This method helps children improve their pronunciation while reinforcing their memorization.

Second, the *muraja'ah* method is practiced routinely every day before and after learning activities. Children are asked to review the verses they have previously memorized so they do not easily forget them and so the material becomes more firmly embedded in their long-term memory. Third, daily habits are fostered through routine activities such as reciting short surahs before studying, daily prayers, and group *muraja'ah*. These habits make the Quran an integral part of the children's daily lives.

Fourth, teachers provide motivation and rewards in the form of praise, star stickers, or simple gifts to children who are able to complete their memorization. This has been shown to boost children's enthusiasm and self-confidence in memorization. Fifth, parental involvement is a key factor in the success of children's memorization. Parents help their children review what they have memorized at home, so that the process of reinforcing memorization does not only take place at school but also continues within the family environment.

Research findings indicate that the strategies implemented by teachers at the Siaga Early Childhood Education (PAUD) Kindergarten in Padang align with the principles of early childhood learning, which emphasize fun, repetition, and habit-based learning. The use of the *talaqqi* method has proven effective because it aligns with children's learning characteristics, which rely on imitation and auditory learning. This supports the theory that young children possess a very strong ability to imitate during the learning process. The *muraja'ah* method also plays a crucial role in strengthening children's long-term memory. Consistent repetition helps children retain what they have memorized. In the context of Quranic learning, *muraja'ah* is key to ensuring that memorized material is not easily forgotten (Nik Abdullah et al., 2021; Nisa et al., 2021; Slamet, 2020; Zulfikar, 2019).

The daily practices implemented by the school demonstrate that the internalization of Quranic values occurs not only through formal instruction but also through daily routines. This brings children closer to the Quran and makes it an integral part of their lives. Additionally, providing motivation and rewards has proven effective in increasing children's interest and enthusiasm for memorization. Young

children are highly responsive to praise, making this method effective in building self-confidence and enthusiasm for learning. Parental involvement is also a crucial factor in the success of memorization. Family support reinforces the learning process at school and helps children practice at home. The synergy between teachers and parents creates a more consistent and sustainable learning environment (Manullang et al., 2021; Oktavia et al., 2020; Rusdiana & Hikmah, 2021).

However, this study also identified several challenges, such as differences in children's memorization abilities, limited learning time at school, and a lack of support at home for some children. This indicates that success in memorization depends not only on teachers' strategies but also on environmental factors and external support. Thus, it can be understood that teachers' strategies which include the *talaqqi* and *muraja'ah* methods, practice, motivation, and parental involvement form an integrated system that complements one another in improving Quran memorization among early childhood students at the Siaga Early Childhood Education Center in Padang.

CONCLUSION

Based on the results of a study on teachers' strategies for improving Quran memorization among early childhood students at the Siaga Early Childhood Education Center in Padang, it can be concluded that the strategies used by teachers to improve Quran memorization include the use of the *talaqqi* method, repetition (*muraja'ah*), daily practice, providing motivation and rewards, and involving parents in supporting their children's memorization at home. The success of the Quran memorization program is largely determined by the implementation of learning strategies that are appropriate, targeted, and aligned with the children's developmental characteristics. The strategies used by teachers include the *talaqqi* method as the foundation for memorization, repetition (*muraja'ah*) to reinforce memory, daily practice as part of routine activities, providing motivation and rewards to boost children's enthusiasm, and involving parents in supporting memorization at home. This combination of strategies has proven effective in creating a pleasant learning environment while simultaneously enhancing children's ability to memorize the Quran.

In addition, this study also shows that success in memorization is influenced by supporting factors such as teacher competence, a religious school environment, and family support. Meanwhile, the obstacles faced include differences in children's abilities, limited learning time, and a lack of guidance at home. Thus, it can be concluded that improving the memorization of the Quran among young children does not depend solely on teachers' strategies at school but also requires synergy between schools and parents. Therefore, the implementation of consistent, collaborative, and sustainable strategies is key to fostering children's love for the Quran from an early age while optimizing their memorization achievements.

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