



## Methods of Memorizing the Qur'an for Early Childhood: Analysis of Direct Method, Affection, and Repetition as Parents' Strategies

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### Abstrak:

*Kemampuan anak usia dini untuk menghafal tidak bisa dipandang sebelah mata. Adapun tujuan dari penelitian ini adalah untuk menuangkan ide dan mengembangkan pengetahuan tentang metode menghafal anak usia dini yang dapat dijadikan sebagai strategi orang tua ketika anaknya Menghafal Al-Qur'an. Adapun metode penelitian yang digunakan adalah metode penelitian kualitatif. Metode kualitatif digunakan untuk mendapatkan data yang mengandung makna tentang realitas sosial yang diamati kemudian diinterpretasi secara menyeluruh serta komprehensif. Penelitian ini menggunakan metode kualitatif karena data yang diperoleh peneliti dari bahan bacaan ilmiah dan hasil penelitian. Adapun pengumpulan data dalam penelitian ini bersifat deskriptif-kualitatif. Hasil dari penelitian ini adalah diketahui bahwa terdapat tiga metode menghafal anak usia dini, yaitu: a) Direct Method, b) Affection, dan c) Repetition. Pada prinsipnya, menghafal Al-Qur'an pada dasarnya dapat dilakukan dengan bermacam-macam metode, namun metode yang ditawarkan ini adalah metode yang dapat diterapkan dan diterima oleh setiap anak usia dini, meskipun berbagai latar belakang dan kemampuan yang berbeda.*

**Kata Kunci:** Metode Menghafal, Anak Usia Dini, Orang Tua, Al-Qur'an

### Abstract:

The ability of early childhood to memorize cannot be underestimated. The purpose of this study is to express ideas and develop knowledge about methods of memorizing early childhood which can be used as a strategy for parents when their children memorize the Qur'an. The research method used is a qualitative research method. Qualitative methods are used to obtain data that contains meaning about the social reality that is observed and then interpreted thoroughly and comprehensively. This study uses qualitative methods because the data obtained by researchers from scientific literature and research results. The data collection in this study is descriptive-qualitative in nature. The results of this study show that there are three methods of memorizing early childhood, namely: a) Direct Method, b) Affection, and c) Repetition. In principle, memorizing the Qur'an can basically be done with a variety of methods, but the method offered is a method that can be applied and accepted by every early childhood, despite having different backgrounds and abilities.

**Keywords:** Memorization Methods, Early Childhood, Parents, Al-Qur'an



## Introduction

The Qur'an was revealed to the Prophet Muhammad as one of the miracles; rewarded for reading, understanding, contemplating, and interpreting it. In addition, the Qur'an serves as the highest source of inspiration for Muslims to live life in the world. One of the features of the Qur'an is that it is one of the holy books whose authenticity is guaranteed by Allah SWT since it was revealed to the Prophet Muhammad until now even until the end of the day. With this guarantee from Allah, it does not mean that Muslims are released from the responsibility and obligation to maintain their purity (Asrar, 2019).

One of the real efforts in the process of preserving the Qur'an is to memorize it in every generation, especially early childhood. Because one of the features of the Qur'an is that it is a book that is explained and made easy to memorize (Bustomi & Laeli, 2021). For early childhood, various studies have proven that memorizing the Qur'an in early childhood is a very good period, because early childhood memory is very strong compared to other ages. As a wise man said in the past, "memorizing in early childhood is like writing on stone, memorizing in old age is like painting on water" (Rajab & Nurdin, 2020). But you also need to know how to memorize it, and this is where the role of parents is needed (Mardhiyah & Imran, 2019).

Parents are required to have the right method to teach memorization in early childhood. By exploiting the potential of a child's memory which is still good, parents can apply several methods of memorizing the Qur'an to early childhood. The development of a child's memory will be fixed when the child is approximately 4 years old and will reach the best intensity when the child is approximately 8-12 years old. At that time, memorization power could contain a lot of material, so it can be said that early childhood memory is very important to optimize (Mawarni & Ashadi, 2021).

When teaching young children to memorize the Qur'an, parents should not ignore the child's mood. Parents must be able to create a relaxed atmosphere so that children do not feel pressured or forced to memorize the Qur'an. For this reason, parents must be good at finding varied methods or ways of learning and following and understanding child psychology. By considering the intelligence of a child and the strength of his memory, it is hoped that the child will not feel pressured and forced to memorize the Al-Qur'an, because the Al-Qur'an is also not memorized under forced circumstances (Niharotussadiyah et al., 2021).

The ability of early childhood to memorize can't be underestimated. Based on the existing reality, early childhood has a considerable ability to record and memorize beyond the abilities of adults. The ability to memorize is different from one child to another. However, the most important thing for us is how the method used is suitable for every child who wants to memorize the Qur'an (Vandita, 2020).

Children's ability to memorize starts from childhood, when children begin to learn to speak and master it well after that (Ilyas, 2020). Many previous studies have examined the ability of early childhood in all respects. As research conducted by (Hewi & Asnawati,



2021), the results showed that; *first*, there was a change in the strategy for implementing the PAUD teacher's duties, namely as a planner and assessing learning outcomes while for the task of implementing PAUD teacher learning assisted by educators at the students' (parents) home; *second*, the strategy of PAUD educators at home in developing children's logical thinking skills, namely children are invited to understand why school is at home, why you have to leave the house to wear a mask, why you can't play outside the home using the dialogue method (conversation/discussion) and exemplary.

Likewise with research conducted by (Pakpahan et al., 2022), the purpose of this study was to find out the description of the application of the variation method of explaining using fairy tale books to the introduction of basic mathematical concepts in group B early childhood. Fairy tale books can be designed using stories looking for treasure. So that children will be more enthusiastic than before in learning mathematics. In a fairy tale book, there are several reading level numbering columns. That is, children must be able to complete the tasks of finding treasure from books, after that the child finds out with a count of steps, so that the child succeeds in advancing to the next level.

There are still many other international studies that discuss early childhood, such as; (Nikkola et al., 2022); (Ardoin & Bowers, 2020); (Jalongo, 2021); (Kim, 2020); (Shonkoff et al., 2021). From the several studies above, it is evident that research on early childhood is very interesting and there is always an important part to study. This includes the research that was carried out.

Based on the background presentation and the results of previous studies, the researcher feels the need to conduct research on the methods applied to the process of memorizing the Qur'an for early childhood. After knowing a good method of memorizing the Qur'an, it is hoped that every early childhood can apply this method and be accepted by every early childhood, despite having different backgrounds and abilities.

## **Method**

The approach in this research is qualitative. Qualitative research produces data in the form of speech, writing and behavior and emphasizes the subjective aspects that can be observed from the people (subjects) themselves (Ishtiaq, 2019). Qualitative research is also referred to as an attempt to present social issues, and their perspectives in social studies, in terms of the concept of behavior, perceptions and issues about the human being studied (Hennink & Kaiser, 2022). Qualitative methods are used to obtain data that contains meaning about the social reality that is observed and then interpreted thoroughly and comprehensively. This study uses qualitative methods because the data obtained by researchers from scientific literature and research results. This means that the research data was collected by reading, taking notes, quoting and compiling the data obtained in accordance with the study or topic of discussion related to the issues raised (Layder, 2021).

The data collection in this study is descriptive-qualitative in nature, in which the researcher does not intend to test the hypothesis. Qualitative descriptive research is used to understand the problems in detail about the issues studied, besides that descriptive-



qualitative research is used to introduce things that are not widely known such as social conditions that occur in society (Sari et al., 2020). This research aims to describe in depth the method of memorizing early childhood, where this method can be used as a strategy for parents in memorizing the Qur'an. This qualitative research also puts forward primary data, in which the researcher looks for primary references about early childhood memorization methods and parental strategies about it that come from journal articles (research) or books related to this research (Levitt et al., 2021).

## **Results and Discussion**

### **1. Get To Know Early Childhood Growth More Closely**

Early childhood has certain age limits, unique characteristics, and is in a very rapid and fundamental development process for the next life (Bonita et al., 2022; Hamzah & Suratman, 2023). So far, adults identify early childhood as miniature adults, still innocent and unable to do anything because they are not yet able to think. This view has an impact on the pattern of treatment given to children, including often treating children like adults. When educating or guiding children are forced to follow the mindset and rules of adults (Ndeot & Jaya, 2021).

However, along with the development of science and the many studies on early childhood, adults are increasingly understanding that early childhood is not a mini-adult, and is different from adults. According to this definition, early childhood is a group of people who are in the process of growth and development (Bahri, 2021). This implies that early childhood is a unique individual who has a pattern of growth and development of physical, cognitive, socio-emotional, creativity, language and communication that is specific to the stages that are being passed by the child (Ulfa & Na'imah, 2020).

Early childhood is often referred to as the "*golden age*" (Bonita et al., 2022; Suratman, 2021). At this time, almost all potential children experience a sensitive period to grow and develop rapidly and violently. The development of each child is not the same because each individual has a different development. Nutritious and balanced food and intensive stimulation are needed for this growth and development. If children are given intensive stimulation from their environment, then children will be able to carry out their developmental tasks well (Sulaiman et al., 2019).

Early age is a period when children have not been able to develop the potential that exists within them. They tend to like to play at the same time, want to win alone and often change the rules of the game for their own benefit (Wahyudi, 2020). Thus, educational efforts are needed to achieve the optimization of all aspects of development, both physical development and psychological development. The potential of children is very important to be developed. These potentials include cognitive, language, socio-emotional, physical abilities and so on (Bahri, 2021).

Early age is a golden period, a time when children experience rapid growth and development. At this age children are most sensitive and have the potential to learn something, children's curiosity is very large. We can see this from children often asking about what they see. If the child's question has not been answered, then they will continue to ask until the child knows what it means. In addition, every child has their own uniqueness that comes from genetic factors or it could also be from environmental factors. Genetic factors, for example, in terms of children's intelligence, while environmental factors can be in terms of children's learning styles (Bonita et al., 2022).



Early childhood likes to fantasize and imagine. This is important for the development of creativity and language. Early childhood likes to imagine and develop things beyond real conditions. One of the children's fantasies, for example cardboard, can be used as a child's toy car. Children often feel bored with just one activity. In fact, children are very easy to divert their attention to other activities that they consider more interesting (Ifitah & Anawaty, 2020). Egocentric children usually think and talk more about themselves and their actions that aim to benefit themselves, for example children still like to fight over toys and cry when their wishes are not fulfilled. Children often play with friends in their surroundings. Through playing, children learn to socialize. If the child has not been able to adapt to his environmental friends, then the children will be shunned by their friends. That way the child will learn to adjust and the child will understand that he needs other people around him (Harahap, 2021).

## **2. Education as the Main Provision for Early Childhood**

Education is an effort that is carried out as a process of changing attitudes and human behavior in the process of self-maturity through the process of learning and training. Education is a learning experience carried out by humans that starts from the family, school and community environment in an effort to develop and process the abilities possessed from birth in an optimal and directed manner (Jannah & Umam, 2021). Education in early childhood is the education of individual figures who are undergoing a process of rapid and fundamental development for the next child's life. Early Childhood Education is a coaching effort aimed at children from birth which is carried out through providing educational stimulus to help development and growth, both physically and spiritually so that children have readiness to enter further education (Ardoin & Bowers, 2020; Hamzah et al., 2023).

Early age is the beginning of the process of human growth and development. This is the period that must be used as a guideline for the implementation of education that focuses on various aspects of physical growth and development, emotional intelligence, spiritual intelligence, social emotional, language and communication through the stages of development. Early childhood education is organized on formal, non-formal and informal channels. In school education, made a container and provide opportunities for children to develop their personality and potential to the fullest (Sulaiman et al., 2019).

Early childhood education is an effort to foster children from birth to the age of six by providing stimulation education appropriate for the process of growth and development in the next child's life. The success of the educational process at an early age is the basis for further educational processes. In general, the purpose of early childhood education is to provide stimulation and stimulation for the development of children's potential so that they become pious, healthy, knowledgeable, critical, creative, innovative, independent and confident children (Hewi & Asnawati, 2021). Another goal of early childhood education is to facilitate the process of growth and development of children more optimally and to develop children's potential so that in the future they become useful human beings (Ndeot & Jaya, 2021).

Early childhood learning needs to pay attention to the principles of development-oriented learning and fun playing, based on children's interests and experiences, encouraging good communication individual as well as groups, and is flexible, so that the role of the teacher is more of a guide, motivator, and facilitator. Early childhood learning is





development-oriented learning, parents must encourage children to be able to go through each stage of their development in a meaningful, optimal way, and learn in situations that are fun, attractive, and relevant to the child's experience. Development-oriented learning provides more opportunities for children to learn in appropriate ways, for example through real experiences, exploring and other meaningful activities (Adi et al., 2020).

The essence of early childhood education has actually been put forward by experts. Some of the general descriptions of the views of these experts can be mapped into two perspectives, namely: *First*, experiential and learning perspectives. Early childhood education is a stimulation for a period full of important and unique events that lay the foundation for a personal time to mature. Some experts believe that early learning experiences can never be replaced by subsequent experiences, unless modified. *Second*, perspective of the nature of learning and development. Early childhood education is a continuous process between learning and development. That is, the learning experience and early development is the basis for the learning process and subsequent development (Sasi & Syafrudin, 2019).

Furthermore, early childhood education is a form of education that focuses on laying the groundwork for physical growth and development, intelligence, socio-emotional, language and communication in accordance with the uniqueness and stages of development that early childhood goes through (Bonita et al., 2022). So, in essence, early childhood education includes all the efforts and actions taken by educators and parents in the process of caring, nurturing and educating children by creating an aura and environment where children can explore experiences that provide opportunities for them to know and understand learning experiences. obtained from the environment, through observing, imitating and experimenting which takes place repeatedly and involves the full potential and intelligence of children (Hewi & Asnawati, 2021).

### **3. The Role of Parents in Educating Children**

The term role is the part or task that holds the main authority that must be carried out. The role of parents is a function or part of the main task held by parents to be carried out in educating their children. The role here focuses more on guidance which proves that the participation or involvement of parents in their children in the learning process is very helpful in increasing the child's concentration. The efforts of parents in guiding their children towards the formation of a noble and commendable character in accordance with Islamic religious teachings is to set good and correct examples, because children like or have the nature of wanting to imitate and try high ones (Umroh, 2019).

Parents have an important role in guiding and accompanying their children in both formal and non-formal education. The role of parents themselves can influence children's development in cognitive, effectiveness, and aspects of psychomotor. The role of parents is the method used by parents regarding views on the tasks that must be carried out in raising children. Parents have the obligation and responsibility to care for, nurture, educate and protect their children. Based on this understanding, it can be concluded that the role of parents is the method used by parents or families in carrying out their duties in nurturing, educating, protecting, and preparing children for social life (Iftitah & Anawaty, 2020).

The role of parents starts from the family. The role of parents in the family is very important for the development of children. The family is the first environment that children often encounter. The family environment will influence the child's behavior. The atmosphere of family life is the best place to carry out individual education and social



education. So, the family is the best place to do education and, in the family, there is first and foremost educational interaction. The role of parents in the family is as educators, protectors, caregivers, and role models. In addition to the role that must be played by people for their children, parents must also understand the function of the family. Therefore, parents must guide and set a good example for their children (Herlambang et al., 2023; Ulfa & Na'imah, 2020).

Parents have the main position in a family because from that family parents as the first educators for their children as well as in terms of knowledge both general and special are very concerned. The role of parents is greatly influenced by their roles or the activities experienced by the parents themselves. For example, a mother who is preoccupied with her work will be different from the full role of a mother concentrating in household matters. In today's modern life it is visible that there are parents who pay so much attention to their respective roles, one of which is by increasing education and the development of science and technology (Umroh, 2019).

The attitudes and behavior of parents will be imitated and used as provisions in children's behavior. Therefore, parents must be careful in making an example for their children as well as being active and creative in improving their abilities so they can educate and guide their children so that children can imitate the positive behavior of their parents. Based on the explanation above, it can be concluded that the role of parents is behavior related to parents in holding certain positions in family institutions which function as caregivers, mentors and educators for children (Jannah & Umam, 2021).

In addition to the role of parents in the family, parents also play an important role in the education of their children. The role of parents in education is very important to determine the success of their children's education. The first and foremost educators are parents, because parents in the education of their children are educators, motivators, facilitators and mentors. In addition, the thing that must be considered by parents is the moral development of children (Iftitah & Anawaty, 2020). Attitudes that need to be considered by parents are consistent in educating and teaching children, the attitude of parents in the family, the appreciation of parents for the religion they adhere to, and the consistent attitude of parents in disciplining their children. There is a discrepancy between what parents teach their children and what children see from their parents' daily lives, so this will make children think not to do what their parents teach them (Sasi & Syafrudin, 2019).

So, between the role of parents in education and attitudes that need to be considered in the moral development of children are mutually sustainable. The attitude of parents must be in accordance with what is taught to children. One of the roles of parents described above is as a booster or motivator. The motivation in question can be in the form of encouragement to learn. At the time of learning sometimes children will experience difficulties and decreased enthusiasm. Parents must provide encouragement so that children are more enthusiastic in learning and able to overcome their difficulties (Umroh, 2019). There is an awareness of the responsibility to continuously educate and foster children that needs to be developed for every parent so that education is no longer carried out based on habits seen from parents, but has been realized by modern educational theories, in accordance with the times which tend to always change (Ulfa & Na'imah, 2020).

Early childhood has unique characteristics. An expert describes the characteristics of early childhood as follows; *First*, naive egocentric, meaning that the child views the outside



world from his own view, according to his own knowledge and understanding, limited by his feelings and thoughts which are still narrow. So, the child has not been able to understand the true meaning of an event and has not been able to place himself in the lives of other people. *Second*, primitive social relations, which are the result of naïve egocentricity. This characteristic is marked by the life of children who have not been able to separate themselves from their social environment. Children at this time only have an interest in objects or events that match their fantasy power (Harahap, 2021).

*Third*, inseparable physical and spiritual unity. Children are not yet able to distinguish between the outer and inner world. The outer and inner contents are still a unified whole. Children's appreciation of something is issued or expressed freely, spontaneously and honestly both in expression, behavior and pretending, children express it openly, therefore, do not teach or accustom children to be dishonest. *Fourth*, attitude to life physiognomy, meaning that the child directly gives attributes or outward characteristics or concrete characteristics, real to what he lives. This condition is caused because the child's understanding of what he is facing is still unified (totalitarian) between the physical and spiritual. Children are not yet able to distinguish between animate and inanimate objects. Everything around him is considered to have a soul which is a living being that has both body and spirit at the same time, like himself (Harahap, 2021).

In learning, there are several roles that parents can play with their children, namely: a) providing the best possible opportunity for children to discover their interests, talents and other skills and encouraging children to ask the teacher for guidance and advice, b) provide important and relevant information according to the talents and interests of children, c) provide facilities or learning tools and help with learning difficulties. Based on that, it can be concluded that the responsibility of parents towards children includes various things including forming a child's personality, not just in order only physically (material), also on mental (spiritual), moral, religious in everyday life (Iftitah & Anawaty, 2020).

Regarding religion, the influence of the environment, especially the family, is very dominant in the development of one's religion. One person Children who are raised in religious families are more likely to develop to be more religious than those who are not (Jannah & Umam, 2021). The psychological mechanism of religious life in childhood that is very prominent is the mechanism of imitation. Like the development of psychological aspects and other children's abilities that develop through the process of imitation, at first children are religious because they imitate their parents. Thus, if children perform a religious service, all this is done only because they imitate their parents (Umroh, 2019).

Understanding religious concepts in children means understanding the nature of religion in children. In accordance with the characteristics they have, the religious nature of children grows according to a pattern. Religious ideas in children are almost completely *authoritarian*, meaning that the concept of religion in themselves is influenced by elements from outside themselves. This is understandable because children from a young age have seen, learned things that are outside of themselves. They have seen and followed what adults and their parents have taught them about anything to religious matters. Parents have influence on children in accordance with the principles of exploration they have. Thus, obedience to religious teachings is a habit that belongs to those they study and their parents. It is very easy for them to accept teachings from adults, even though they are not fully aware of the benefits of these teachings (Ulfa & Na'imah, 2020).





#### 4. Learning to Memorize the Qur'an

Learning is a process of interaction or communication between students and educators and learning resources in a learning environment that includes teachers and students exchanging information. Therefore, learning can be interpreted as a process to help students learn well. Learning in simple terms can be interpreted as an attempt to influence one's emotional, intellectual and spiritual ability so that one wants to learn with one's own will. And learning is something effort to make students learn or an activity to teach students. In other words, learning is an effort to create conditions for learning activities to occur (Junaidi, 2019).

Another opinion says learning is an activity of organizing or managing the environment as well as possible and connecting with students so that the learning process occurs. The essence of learning is planning or design as an effort to teach someone. In essence, learning is an effort made by educators to teach students which in the end there is a change in behavior (Daulae, 2019).

In learning, there are memorization activities. Memorization is an important activity and has many benefits. By memorizing, one can remember important information from various things contained in it or just to take advantage of free time. There are so many materials that can be memorized, one of which is memorizing the Qur'an. Memorizing the Qur'an is highly recommended in Islam. Al-Qur'an is the book of Muslims that can be used as a guide for Muslims which is the word of Allah revealed to the Prophet Muhammad SAW. Memorizing the Qur'an has been done since the revelation was revealed to the prophet Muhammad and he was the first to memorize it, then followed by the companions of the Prophet (Latifah et al., 2023).

In essence, memorizing is the first step for Muslims to always remember the Qur'an so that they can remember Allah as often as possible. In addition, memorizing the Qur'an can provide welfare in life, because the Qur'an is an antidote, mercy, healer and source of happiness for all Muslims in the world. So, memorizing the Qur'an is a noble deed, because people who memorize the Qur'an must know and be familiar with how memory works because the memory, they have is very important in the life of a memorizer. Because with that memory humans can even be able to reflect on themselves (Nasirudin et al., 2021).

Al-Qur'an education for early childhood has different principles from adults. This has something to do with age, child psychology, and children's reasoning power. Al-Qur'an teachers should pay attention to this so as not to fail in educating children in memorizing the Al-Qur'an. Memorizing the Qur'an for a Muslim is valued as worship. Therefore, studying the Qur'an is also the law of worship. Some scholars even argue that studying the Koran is mandatory, because the Koran is the most basic guideline for every Muslim (Bustomi & Laeli, 2021).

Al-Qur'an also has an extraordinary meaning even though all the events that exist in this world are listed in it, therefore one of the noblest efforts to preserve the reading of Qur'an is by memorizing it properly and correctly. In memorizing the Qur'an many methods have been developed, but each method must be adapted to the conditions and situations. The method can also provide help to memorizers to reduce their difficulties in memorizing the Qur'an (Rahma et al., 2019). Every difficulty and hardship that the memorizer will face is a challenge that must be overcome in order to be motivated to be more active and earnest in memorizing it. Although there are many obstacles and obstacles experienced by memorizers, there are basically methods of memorizing the Qur'an (Mardhiyah & Imran, 2019).



Learning the Qur'an basically can be done through various methods, teaching the Koran even has the same goal, namely that students can read the Qur'an properly and can't memorize it. The method is the way used to carry out a job so that it can be achieved according to the will. In the process of teaching and learning the method is a factor that really needs to be mastered so that the success of learning goes well (Vandita, 2020).

Learning the Qur'an is essentially a process that introduces children to the Qur'an, discusses what is in the Qur'an through several stages in the first stage, with the aim of making the students recognize letters as signs of sounds or signs sound. The teaching of reading the Qur'an cannot be equated with the teaching of writing and reading in schools generally (Fitriani et al., 2022), because in the teaching of the Qur'an students learn letters and words that they do not understand the meaning of. The main point in learning the Qur'an is the ability to read it well in accordance with the rules compiled in the science of *tajwid* (Nasirudin et al., 2021).

Al-Qur'an learning has several ways of memorizing. Learning the Qur'an can be done by writing down the pages that will be memorized, actually the verses that have been written will be recorded in the mind for a very long time. In this regard, learning psychologists say, "actually the hand has a special memory besides the memory of the mind which is already known, that is, you will remember what you have written". This method includes memorizing using three senses; the sense of hearing, the sense of sight and the sense of touch (memorization of writing). So, if students use these three senses it will be difficult for them (Asrar, 2019).

## **5. Direct Method, Affection, and Repetition as Methods of Memorizing Qur'an for Early Childhood**

In the process of memorizing the Qur'an, everyone has different methods and methods, as well as for early childhood. The method is very important in achieving success in memorizing the Qur'an in early childhood. Because, the success or failure of a goal is determined by the method which is an integral part of the child's learning system. Thus, the urgency of the method in the process of education and teaching of early childhood. A teaching and learning process can be said to be unsuccessful if the process does not use methods. Because the method occupies the second most important position after the objectives of a series of learning components: objectives, methods, materials, media, evaluation (Vandita, 2020).

A method is said to be good and suitable when it can lead to the intended purpose. Likewise in memorizing the Qur'an, for early childhood, a good method will have a strong effect on the process of memorizing it, so that success in memorizing is created. In addition, by using and understanding effective methods, you can be sure that existing deficiencies will be overcome (Mawarni & Ashadi, 2021).

There are several methods that can be used in order to find the best alternative for memorizing the Qur'an for young children (Haryati et al., 2023). On this occasion, the researcher offers three excellent methods that can be used by young children to memorize the Qur'an. The three methods are:

### **a. Direct Method**

In the process of learning to memorize the Qur'an, parents must have a strategy so that their children can learn effectively and efficiently, hitting the expected goals. One of the steps to choose the strategy is to master the presentation techniques, usually called the learning method. The learning model that uses an approach that can



help early childhood learn basic skills and acquire knowledge step by step is the direct teaching model (direct method). Direct teaching is a teaching model that is a teacher center. The Direct Method aims to help young children learn basic skills and knowledge that can be taught step-by-step (Harsono, 2022).

Direct Method is also seen as being able to be used as a facilitator in making it easier to memorize. Where this method promotes direct practice. Direct Method that is directly memorized without being spelled/parsed without much explanation, or learning to memorize by doing it directly. Use Direct Method in memorizing the Qur'an has strategic importance. Many psychological-pedagogical advantages that can be achieved by using Direct Method. Effective indicator Direct Method that is children can understand well and can memorize the material provided. While the criteria in terms of results emphasize the level of mastery of memorizing the Qur'an, both in terms of quality and quantity (Pebrian et al., 2020).

This method is called method direct because during learning, parents memorize in advance what is taught and ensure that their memorization is well mastered, so that children practice directly by communicating and by listening to what is conveyed. In addition, because there is a need for a direct correlation between memorized sentences and thoughts without the need for another introduction. This method was developed on the basis of the assumption that the memorization process is carried out directly and intensively in communication. This method replaces the use of learning or memorizing processes that are more to analyze information. Parents should be enthusiastic about memorizing when using this method, so that children will be able to memorize well. The role of parents is very decisive in this method (Sya'bani, 2021).

As for the features Direct Method in memorizing the Qur'an, namely as follows: a) memorizing material is given word for word, then sentence structure; b) the child is not required to memorize instantly, but the main thing is the child capable repeat what he has heard; c) in the process of memorizing, always use aids (props), both direct props, indirect (imitation objects) and visual aids through certain symbols or movements; d) lots of listening exercises and rapid imitation with question and answer patterns in varied interaction patterns with the aim of achieving automatic rote mastery; e) parents and children are both active, but parents play a role in providing stimulus in the form of examples of utterances, demonstrations and questions, while children only respond in the form of imitating and re-demonstrating (Harsono, 2022).

#### **b. Affection Method**

Affection is literally a kind of mental state caused by external influences. Affect is a psychological term used to describe a feeling. This term in English is often used to describe a relationship between two people (or more) that is more than just sympathy or friendship. Affection according to another opinion is defined as a feeling of affection, a feeling of love or feelings like someone. The meaning of compassion itself is very broad, some areas that compassion is something which is beautiful, holy, and desired by everyone. The main elements of love include responsibility, sacrifice, honesty, mutual trust and openness. As for the elements that cause the existence of a bond of unity that is round and whole, so that when one of the elements of love is lost, then the wholeness of love is broken because affection is the growth of love (Wahyudi, 2020).

Affection in education, namely the power of love, sincere affection and a mother's patience in educating children is the key to her success. Likewise, if a teacher who



teaches the Koran wants to be successful, he should emulate a mother so that the teacher can also touch the hearts of their students. Love is one of the most important elements of brain food, and is really needed by children in order to live. Love not only influences the emotional development of children, but also has a major influence on brain architecture (Ferdiansyah & Harahap, 2023).

Affect includes the human need to get a good response or warm treatment from others in the form of affection with the basic principle of feeling to be loved with elements of giving and receiving. Affect is caused by social interaction between individuals by involving the feelings that are in the heart. Affection is not visible to the eye, but can be felt by humans directly. The basic principle of affection is the feeling of being liked and loved. This need is the need to get a response or warm treatment from others, especially from parents, teachers or friends who are in the same environment (Wahyudi, 2020).

There are three types of affective responses namely moods, certain emotions and feelings. This affective response is manifested in high and low intensity physiological movements with feelings of weakness or strength. The affection function carried out by parents towards their children who memorize the Qur'an includes creating an atmosphere of brotherhood/maintaining feelings, developing a comfortable environment. Parents can give sincere love and compassion to children, so that children feel comfortable and calm when memorizing the Qur'an (Pangatin & Merdekasari, 2020).

People differ in the intensity of their affection or how strongly they feel their emotions. The intensity of affection is individual differences in terms of the strength of the emotional experience. Affectively intense people experience both positive and negative emotions deeply, where when they feel sad, they are truly sad, and when they are happy, they are truly happy. The meaning of affection is endless, while compassion is a nature that must be realized towards others as long as life exists in this world, of course in the corridors of Islam. This means that Islam does not recognize time, distance and place of affection, including memorizing the Qur'an (Fitriani et al., 2022).

### **c. Repetition Method**

Memorization is basically something that sticks to our minds and hearts. Any method is not all effective for everyone, but repetition is one of the most effective methods for memorizing the Qur'an itself. The repetition method is a method of memorizing which is done by repeating the part you want to memorize. Repetition makes the process of increasing discipline in managing time. This method will be especially effective for children's memorization. For young children, in maintaining the Qur'an, in addition to understanding the virtues of children and applying methods in memorizing, it is necessary to know that a good memorizer of the Qur'an is that he is able to keep it from forgetting, by frequently reading or repeating his memorization (Ilyas, 2020).

In learning, repetition means deepening, expanding, strengthening in the way children are always trained. Children's memory is not always fixed and easy to forget, so it needs to be repeated. The entry of information into the brain that is received through the sensing process will enter into short-term memory, storage of information in short-term memory has a limited amount and time. The process of maintaining this can be done by repeating information that enters the brain. Repetition will help the process of remembering, because the longer the information stays in short-term



memory, the greater the chance that the memory will be transferred to long-term memory. This repetition means giving questions and assignments, students will remember the information they receive and will get used to using it in solving problems (Riyayani, 2020).

The repetition method is called the repetition method or the process of repeating something either by reading or listening, it's just that the repetition referred to here is regular and clear repetition. Any work, if it is often repeated, must be memorized. In repetition, it can help young children to strengthen their memory and level of understanding over time. This really helps parents teach their children not just a memory, but also to facilitate communication between parents and children, because there is repetition. Errors in reading the Qur'an are also caused by children not repeating it often (Rahma et al., 2019).

In practice, parents can practice this method to their children by conveying in advance the reading of the Qur'an they want to memorize, that is, facing the child directly in a sitting position in a calm and comfortable manner, then the parent's guide the child to repeat the verses recited. read and listen to the child until the child really memorizes it, then this method is known as repetition. This method is considered as an effective way of conveying Qur'an memorization material to early childhood and is seen as a method that is appropriate for the development of the child's age. This repetition method is a method that is more often used by parents for the method of memorizing their children, because this method includes two very decisive factors, namely the existence of maximum cooperation between parents and children (Ilyas, 2020).

The purpose of the repetition method is so that the memorization that has been memorized is maintained properly, strong and smoothly. Repeating memorization can be done alone or listened to by parents. In general, for parents, they can divide the time for their children's Qur'an memorization activities. A child who memorizes must be able to take advantage of the time to repeat or to increase memorization. New memorization must always be repeated at least twice a day within one week. Meanwhile, old memorization must be repeated every day or every other day. That is, the more memorization, the more time it should be used to repeat. For those who memorize it, the next step is to read and repeat the sheet until it is truly orally capable of reproducing the verses in the Qur'an naturally or by reflection. And so on, so that the more it is repeated, the more representative the quality of memorization will be (Badawi et al., 2022).

A child's ability to memorize varies. However, this method does not precede the speed of memorization, but rather the power of memorization, in which the memorization can last for a long time. The purpose and benefits of applying this repetition method are obtaining memorization without having to memorize, being strong in memorizing because it is repeated over and over again, increasing memory and intellectual power. When children are still very fresh and are in a phase of growth and development of the brain and thinking power, this method is able to help children's intellectual and emotional thinking, plus children are still very good at absorbing and remembering new information. That way, they memorize faster and also memorize it stronger (Vandita, 2020).





## Conclusion

One of the real efforts in the process of preserving the Qur'an is to memorize it in every generation, especially early childhood. Parents are required to have the right method to teach memorization in early childhood. By exploiting the potential of a child's memory which is still good, parents can apply several methods of memorizing the Qur'an to early childhood. The ability of young children to memorize cannot be underestimated. Based on the existing reality, early childhood has a considerable ability to record and memorize beyond the abilities of adults. In addition, the ability to memorize children is different. Therefore, a suitable method is needed to memorize the Qur'an for early childhood.

Memorizing the Qur'an is not a legal requirement that must be carried out by people who embrace Islam. Therefore, memorizing the Qur'an does not have binding requirements as legal provisions. The sincerity of memorizing the Qur'an must be maintained continuously. This will be a very strong motivator to achieve success in memorizing the Qur'an. Parental motivation or support is very important for children in memorizing the Qur'an because they also determine the child's success in memorizing the Qur'an. In the process of memorizing the Qur'an, you will encounter many different kinds of obstacles, perhaps boredom, perhaps environmental disturbances due to noise and noise. Maybe an inner disturbance or maybe because of facing certain verses that might be difficult to memorize and so on. Especially in maintaining the preservation of memorizing the Qur'an.

To preserve the memorization of the Qur'an in early childhood, determination and patience are needed. Because the main key to the success of memorizing the Qur'an lies in the method of memorizing it. In the process of memorizing the Al-Qur'an, everyone has different methods and methods, as well as for early childhood. There are several methods that can be used in order to find the best alternative for memorizing the Qur'an for early childhood, namely; a) Direct Method; b) Affection; c) and repetition. These methods are the best alternative methods for memorizing the Qur'an for early childhood.

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