



THE EFFECT OF MEMORIZING QURAN ON THE CHILDREN COGNITIVE INTELLIGENCE

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Abstract

Purpose of Study: The present research aimed to find out whether memorizing Quran (tahfidz Quran) affected cognitive intelligence in kindergarten students. The research was conducted at Mardisiwi Islamic Kindergarten, Surakarta, Indonesia. The population consisted of a student group at the kindergarten. Ten students of the group were selected as the samples using a saturated sampling technique. The data source consisted of kindergarten students, a recapitulation of evaluation towards students, and data on students.

Methodology: The data was collected through test, observation, documentation, and interviews. The kindergarten students should memorize Al Insyirah surah of Quran using the Tasalsuli method. The observation of cognitive intelligence results was measured before (pre-treatment) and after the treatment (post-treatment). The results revealed that the procedure of memorizing Quran improved children cognitive intelligence.

Results: The research concluded that memorizing Quran in kindergarten might positively improve the children cognitive intelligence.

Implications/Applications: The cognitive intelligence score of children was 25.40 after the treatment. The score had an improvement of 5.00 then the pre-treatment test with a score of 20.40. The pre-treatment test resulted in 63.75% of improvement, while the post-treatment test resulted in 79.38%. The difference was 15.63%.

Keywords: *Cognitive Intelligence, Memorizing Quran, Kindergarten, Children Education, Children Cognitive*

INTRODUCTION

Quran contains words of Allah (kalamullah) conveyed to the Messenger Muhammad in Islam to be the guidance and way of life for mankind in this world. As a miracle of Muslims, the Quran was revealed and conveyed to Muhammad, the messenger of Allah, gradually and booked into the Quran manuscript. The Manuscript has Al Fatihah surah in its beginning and An Naas surah in its final chapter (Shihab, 2007). People can interact with Quran by means of belief, reading, listening, memorizing, comprehending the meaning and putting it into practice in their daily life (Syarbini and Jamhari, 2012; Marbán, José, and Eddie Mulenga, 2019).

Memorizing is a way to understand the content of the Quran. Allah has made it easy for people to memorize the Quran. In the childhood period, memorizing method can have better result due to the belief that children can receive and learn information more quickly at an earlier age. They can even favorably memorize what they learned before in their mind (Chernow, 1997).

According to an Islamic scholar, Abu Najhubab, and As Syarbini cited by Hashim (2015), the teacher should orally check memorization (tasmi') on each new (jaded) memorization (syafawi) in order to strengthen the student memorization. The research titled "Genetic and environmental links between the natural language use and cognitive ability in toddlers" consistently indicated that significant genetic and unshared environmental influences were found for the nonverbal cognitive ability and language measures including mean length of utterance and number of different words as well as significant genetic covariance between cognitive ability and both language measures (Canfield, Edelson, and Saudino, 2017). Another researcher found that intelligent tutoring systems were developed to help students learn independently. However, students who are poor in self-regulated learning often struggle with using these systems because they lack the necessary skills to learn independently (Kelly et al., 2016).

There are many studies on various methods for children to improve their academic abilities. According to Nawaz and Jahangir (2015), memorizing Holy Quran (Hifz) certainly improved the academic achievement and socio-cultural life of

memorizers (Huffaz). Other researchers ([Hojjati et al., 2013: 285](#); [Elgueta, Martín Quintana, et al. 2018](#)) proved that listening to Quran for only 15 minutes per day without using any other skill or training could improve students' memories. Another research ([Reeves et al., 2018](#)) indicated that early talk boost could be effective in advancing the language skills of socially-disadvantaged children and could improve their schools. Other researchers estimated that intelligent tutoring systems were developed to help students learn independently. However, students, who are weak self-regulated learners, often struggle with using these systems because they lack the necessary skills to learn independently ([Green et al., 2018](#); [Zare & Zade, 2014](#)). They further found that the feasibility of using a facilitated playgroup model could enhance parents' ability to implement effective communication strategies for their children.

The introduction of Quran memorizing method in playgroup and kindergarten has been widely spreading in Indonesia. It is generally implemented in Islamic playgroups and Kindergartens to improve the academic quality in children, and at the same time for religious teachings. There are various methods and approaches for memorizing Quran in kindergartens.

Mardisiwi Islamic Kindergarten implemented Quran memorizing for children. This school is located in suburb Ngendroprasto, Pajang city of Surakarta, Central Java province, Indonesia. It is an Islamic school where Islamic education is the core of teachings with national educational requirements. Teaching students to memorize shorter surahs of the Quran every day is an Islamic activity. This memorizing activity is done by reading surah as a class activity with no repetition in the morning.

Given the limited number of teachers and facilities, this class is often ignored. Therefore, students' memorization is not considerable. Teachers sometimes do not evaluate their memorization of the prior surah in the following day. The above cases encouraged the researcher to find if the memorization affected students' cognitive intelligence and to what extent it could be achieved at schools.

METHODOLOGY

The present research was quantitative. According to [Aliaga and Gunderson \(2002\)](#), the research quantity is: 'Explaining phenomena by collecting numerical data that are analyzed using mathematical methods (in particular statistics)'.

This current quantitative research applied the single-group pretest-posttest design. According to [Mark and Gamble \(2009\)](#), the single group Pretest-Posttest design measures participants for their outcome before and after the method. The single group Pretest-Posttest consists of a more accurate research model than a short case study because it does a pre-test in its beginning and a post-test at the end. The method is more accurate as it compares states before and after the method (pre and post method). The applied method in the research included memorizing a chapter of the Quran.

In the present research, the research subject was a member of the student group (Group B) in Mardisiwi Islamic Kindergarten, Surakarta, Indonesia. The group consisted of ten children.

The following techniques were used for data collection: observation, test, interview, and documentation. Observation and test were conducted to find out to what extent children were able to utter Al Insyirah surah. Al Insyirah Surah is the Surah 94 of Quran. This surah consists of 8 verses (ayah). Children used the last part of the Quran, Juz 30 where the surah exists. This book is compiled by [Zuhri \(2007\)](#).

Memorizing Quran activity in the research was managed by using Tasalsuli method ([Al-Hafizh, 2014](#); [Tabatabaei et al., 2014](#)). The Tasalsuli is a method to memorize the Quran by succeeding to memorize and utter a verse accurately and fluently before moving towards the second verse. Both verses were memorized without reading the Manuscript. For the third verse, the student needed to memorize the second one and utter fluently and accurately as well. This sequence went on till a surah was completed. This procedure needed patience and was sometimes exhausting as it needed the repetition. Combining new verses with older ones was energy consuming. Despite its hardness, it resulted in sound and steady memorization.

The documentation process was used to record and document all research supports, data, and results. The interviews were done to obtain the reliability of documented data by comparing the real data.

In the present research, data analysis was done according to the process: before and at the end of treatment. The cognitive intelligence was tested before children start of memorizing Al Insyirah surah, and then another test was performed after memorizing Al Insyirah surah.

Scoring results of the pre- and post test of the cognitive intelligence were used to observe the influence of the method.

RESULTS AND DISCUSSION

Pre-observation of the kindergarten revealed that the Quran memorization was not well-scheduled. The memorizing activity was done only when teachers were willing to do it. There is no assessment effort whether the activity could achieve the objective of memorizing. The memorizing activity was conducted by asking children to read and memorize all verses at once. No memorizing record was done by teachers. Teachers merely recalled what they had previously taught. In the pre-observation, children did not receive juz amma (the last chapter of Quran) manuscript. They just repeated after the teacher's uttering of Al Insyirah Surah.

During the research, the selected group of tahfidz class (group B) was scheduled. This group consisted of 10 children (four boys and six girls). Children became first familiar with reading Al Insyirah Surah from the first to the last verse. Afterwards, verses were taught one by one. Students memorized the first verse until they succeed uttering accurately and fluently before moving to the second verse. They memorized the second verse together with the first verse without reading the manuscript. They repeated such sequences until they conquered all verses in the surah. The memorization was done before the first period, before the break-time, and before school finished. Every morning, each student's memorization was evaluated. Such a method was performed for nine days.

During the teaching and learning process, each student should bring his/her juz amma book compiled by [Zuhri \(2007\)](#). However, some students did not bring the book, and thus the school lent them. In certain cases, like when coping with moody students, the various approaches were tried. A visual aid of writing was introduced. In this approach, a word or phrase was copied onto a piece of paper and shown to students. The phrase was used as a clue to memorize words in a verse. Another technique was by giving rewards such as a bar of chocolate or a lump of bread so that students became motivated to memorize the next verses.

Interviews were as follows. In the pre-observation, students said that they sometimes memorized surah in Quran while attending a reading Quran tutorial (in Indonesia, such a tutorial is known as TPA (Taman Pendidikan Quran meaning the pre-learning Quran) at school and rarely at home.

In the middle of the research, the researcher managed to ask students if they found it difficult to memorize verse one by one. Some students said they did not; some others found difficulties in certain parts.

A research tool was compiled with some indicators for the assessment purpose. The indicators were not done in other kindergartens but were consulted to the independent reviewer and Group B teachers. Upon their agreement, the indicators were then used as a reference to do the observation during the teaching and learning process. The data collection lasted nine days. The researcher conducted a pre-test at the prior stage and post-test at the final stage.

The pre-test results in Table 1 indicate all ten students of Mardisiwi Islamic Kindergarten. Alvin had the lowest score, 12. The highest score was obtained by Syifa and Tiyas. Each of them got 26 points. The class means score was 20.4, and it was 63.75%.

Table 1: Pre-test score at the B level of TK Islam Mardisiwi

No	Participant	Score of Observation Item								Total Score	Percentage (%)
		1	2	3	4	5	6	7	8		
1	Farhan	3	3	2	4	4	2	2	3	23	71.88%
2	Nicholas	2	2	1	3	3	1	2	1	15	46.88%
3	Rangga	2	2	2	3	3	1	2	2	17	53.13%
4	Alvin	2	2	1	2	2	1	1	1	12	37.50%
5	Zahra	4	2	2	4	4	2	3	3	24	75.00%
6	Mutia	3	3	2	4	4	2	2	3	23	71.88%
7	Dewi	3	2	1	2	3	2	2	2	17	53.13%
8	Syifa	4	4	3	4	4	2	2	3	26	81.25%
9	Tiyas	4	4	2	4	4	3	2	3	26	81.25%
10	Via	4	3	2	3	2	2	2	3	21	65.63%
										Total	204
	Maximum Score	26									

No	Participant	Score of Observation Item								Total Score	Percentage (%)
		1	2	3	4	5	6	7	8		
	Minimum Score	12									
	Mean	20.4									
	Standard Deviation	4.858									
	Mean Percentage	63.75 %									

Source: Slamet 2019

The post-test results in Table 2 indicate that Alvin had the lowest score, 16. Syifa got the highest score, 31. The mean score of ten students was 25.4. The post-test mean score was 79.38%.

Both tables reveal that the lowest score was 12 before the method. After the method, it was 16. The highest score was 26 in the pre-test, and 31 in the post-test. Students' mean scores were 20.4 in the pre-test and 25.4 in the post-test. There was a difference of 5 points between them. The percentage of the pretest mean score was 63.75%, and of the post-test was 79.38% with a difference of 15.63%. This result confirmed that Quran memorization affected the students' cognitive intelligence.

Table 2: Post-test score at the B level of TK Islam Mardisiwi

No	Participant	Score of Observation Item								Total Score	Percentage (%)
		1	2	3	4	5	6	7	8		
1	Farhan	4	3	3	4	4	4	4	4	30	93.75%
2	Nicholas	2	2	2	3	3	2	3	3	20	62.50%
3	Rangga	3	2	2	4	3	2	3	3	22	68.75%
4	Alvin	2	2	2	3	2	1	2	2	16	50.00%
5	Zahra	4	3	3	4	4	3	4	4	29	90.63%
6	Mutia	3	3	3	4	4	3	4	4	26	81.25%
7	Dewi	3	2	2	3	4	3	3	4	24	75.00%
8	Syifa	4	4	3	4	4	3	4	3	31	96.88%
9	Tiyas	4	4	3	4	4	3	4	4	30	93.75%
10	Via	4	3	3	4	3	2	3	4	26	81.25%
									<i>Total</i>	254	
	<i>Maximum Score</i>	31									
	<i>Minimum Score</i>	16									
	<i>Mean</i>	25.4									
	<i>Standard Deviation</i>	4.926									
	<i>Mean Percentage</i>	79.38%									

Source: Slamet 2019

CONCLUSION

Memorizing (Tahfidz) Quran was a compulsory activity that should be conducted in Islamic kindergartens. In Mardisiwi Islamic Kindergarten, the Tahfidz Al-Quran activity was not unfortunately achieved as expected because of the teacher low ability to perform the activity regularly. The present research convinced the management that the activity improved the cognitive intelligence of children.

Various kinds of activities were introduced to children in order to motivate them to learn tahfidz Al-Quran in an interesting way. Children found that memorizing letters in the Quran was not a difficult task, but it was interesting. This activity was carried out for nine days. Every day, the researcher invited children to memorize 1-2 verses. This tahfidz

activity began as the children imitated the teacher saying each word until memorizing a full verse. The activity was repeatedly done until children could memorize 1-2 verses per day.

Memorizing Quran improved the children's cognitive intelligence. The improvement scores were up to 15.63%. All children in the present research achieved higher cognitive intelligence. It was found that memorizing Quran had a positive influence on the children's cognitive capability in Mardisiwi Islamic Kindergarten of Surakarta, Indonesia.

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