# THE EFFECT OF THE MEMORIZATION MODEL ON THE MEMORIZATION OF SHORT LETTERS OF TKIT BAITURRAHMAN KARAWANG STUDENTS

[1]Annisa Nur'ismah Mardhyah, [2]Tajuddin Nur, [3]Neng Ulya
[1,2,3]Universitas Singaperbangsa Karawang, Indonesia
[1]nurismahannisa@gmail.com, [2]ibnusirin53@gmail.com,
[3]nengulya90@gmail.com

**Abstrak**

Latar belakang penelitian ini didasarkan pada pentingnya penguasaan hafalan Al-Qur'an sejak usia dini sebagai fondasi pendidikan karakter Islami sekaligus stimulasi perkembangan kognitif, afektif, dan spiritual anak. Metode penelitian menggunakan pendekatan kuantitatif dengan desain *pre-eksperimental* tipe *one-shot case study*. Subjek penelitian adalah siswa kelas B yang mengikuti pembelajaran dengan penerapan model *memorization*. Analisis data dilakukan dengan regresi linear sederhana untuk mengukur kontribusi variabel bebas terhadap variabel terikat, serta uji korelasi Spearman untuk melihat keeratan hubungan antarvariabel. Hasil penelitian menunjukkan bahwa model *memorization* berpengaruh positif dan signifikan terhadap peningkatan hafalan surat-surat pendek. Nilai koefisien korelasi sebesar 0,839 dengan signifikansi 0,000 (<0,05) menegaskan adanya hubungan yang kuat. Besarnya pengaruh model pembelajaran terhadap hafalan ditunjukkan oleh nilai *R square* sebesar 0,704, yang berarti 70,4% variasi peningkatan hafalan dipengaruhi langsung oleh penerapan model *memorization*, sementara 29,6% dipengaruhi faktor lain di luar penelitian. Temuan ini memperkuat bukti empiris bahwa strategi *memorization* dapat menjadi pendekatan efektif dalam pembelajaran Al-Qur'an di lembaga pendidikan Islam anak usia dini. Selain itu, penelitian ini memberikan implikasi praktis bagi guru dan pengelola lembaga dalam memilih model pembelajaran yang tepat untuk menumbuhkan kecintaan anak terhadap Al-Qur'an sekaligus meningkatkan kemampuan menghafal secara sistematis.

**Kata Kunci:** *memorization*, anak usia dini, pembelajaran Al-Qur'an, pendidikan Islam


**Abstract**

The background of this research is based on the importance of mastering the memorization of the Qur'an from an early age as the foundation of Islamic character education as well as stimulating the cognitive, affective, and spiritual development of children. The research method uses a quantitative approach with *a pre-experimental design* of the *one-shot case study type*. The research subjects were class B students who participated in learning with the application of the *memorization model*. Data analysis was carried out by simple linear regression to measure the contribution of free variables to bound variables, as well as Spearman correlation test to see the tightness of relationships between variables. The results of the study showed that *the memorization model* had a positive and significant effect on improving the memorization of short letters. The value of the correlation coefficient of 0.839 with a significance of 0.000 (<0.05) confirms the existence of a strong relationship. The magnitude of the influence of the learning model on memorization was shown by the *R square value* of 0.704, which means that 70.4% of the variation in memorization improvement was directly influenced by the application of *the memorization model*, while 29.6% was influenced by other factors outside the study. These findings reinforce empirical evidence that memorization strategies can be an effective approach in Qur'an learning in early childhood Islamic educational institutions. In addition, this study provides practical implications for teachers and institutional managers in choosing the right learning model to foster children's love for the Qur'an while improving the ability to memorize systematically.

**Keywords:** *memorization*, early childhood, Qur'an learning, Islamic education

## Introduction

Education has an important role in educating the life of the nation, in Law No. 20 of 2003 concerning SISDIKNAS (National Education System) article 1 which reads "education is an effort that is conscious and planned to create an atmosphere of practice and learning methods so that teaching participants actively develop their ability to have the strength of faith, self-regulation, character, intellect, good morals,  and the expertise that he has acquired, the religion of the nation and the country"[1]

Education is the main factor that participates in determining the development of a nation and state. In Indonesia, education is the main zone and foundation and is a priority as an effort to improve the quality of human resources from the Indonesian government as a whole. Therefore, it is the right of every child of the nation to obtain education, both formal and non-formal.[1] Education is essentially a conscious effort to foster the development of human resource potential by encouraging the learning of knowledge and skills and can occur under the guidance of others or self-taught or self-taught.

Learning has an important role for everyone from children to adults, in the Government Regulation of the Republic of Indonesia Law No. 20 of 20003 concerning Compulsory Learning Article 34 Paragraph 4 reads, "Learning is a minimum education program that must be followed by the Indonesian people on the responsibility of the government and local governments".  Learning is a process that is owned by a person through mental or psychological activities so that it causes changes in behavior that are different between before and after learning. The learning process is intertwined by interacting between a person and his environment, therefore learning can be established anywhere and anytime. A person is very important in learning activities to create behavior in oneself, either in the way of insight and expertise or in the form of positive actions and values.

According to the National Education Standard, article 19 paragraph 1 states how learning is organized in an interactive, inspiring, engaging way, motivating students to participate actively, as well as independence that matches the ability, attention and intellectual progress of students. Teaching and learning activities are essentially related to the relationship or interaction between teachers and learners. Learning will run effectively and well in the way learners interact with teachers for good communication and learning will run ineffectively if the interaction process between educators and students is not established in good learning communication.[2]  During the teaching and learning process, an action is designed to support students' learning, by designing learning as interesting as possible so that learners feel comfortable and not bored during learning.

**JURNAL PENELITIAN DAN PEMIKIRAN KEISLAMAN**
**SEPTEMBER 2025. Vol.12. No.4**
2014-2025 j.al-ulum Universitas Islam Madura

ISSN. 2355-0104          ojs.uim.ac.id          E-ISSN. 2549-3833

Therefore, learning can be realized well if there is interaction between teachers and learners. Fun learning will make it easy for students to absorb information and store it in memory so that students' memory will increase.

A model of an object or idea in the simple form of a state or phoneme of nature while memorization is a memory or memory, the ability to remember, to be able to store and recreate what it has experienced.[3] This is an attraction of memory to increase the memorization of short letters in schools that have something that is not good to be better because of too much practice and concentration in remembering a memorization.

The memorization learning model is an activity that requires students to concentrate on the learning module and organize it with a method to help students. memorizing memorization. The difference between the memorization model and others is to increase concentration in memorization and be guided by the teacher, to practice concentration in learning and practice memorization in a memorization. Therefore, the role of teachers in this model helps memorization learning by using cognitive skills.

The function of Qur'an education is to improve morals and skills in memorizing and understanding the content of the verses of the Qur'an as a result in an indirect way in that regard to develop memory and understanding and increase their thinking power to solve a problem that they face both academically and non-academically.[4]

Al-Qur'an learning is found in many Islamic boarding schools, Madrasah Ibtidaiyyah, Madrasah Diniyyah Takmiliyah and Integrated Islamic Kindergarten. Memorizing short letters is a daily activity in school in memorizing the Qur'an, on the other hand there is a problem in the quality of memorization that is not optimal and not satisfactory. This is due to the lack of concentration in memorizing short letters.

The development of students at TKIT Baiturrahman greatly influences the memorization of short letters, due to factors in the outside environment, therefore students need to be guided by teachers and parents. With this, the researcher searched the school, learning at TKIT Baiturrahman Karawang from all grades A, B1 and B2 are only a few students who lack concentration in memorizing short letters in teaching and learning and making their memorization memory forgotten, in this case the school has used the memorization learning model, which is more concentration in memorizing short letters that have been guided by a religious center teacher,  More concentration if the teacher is increasing his memorization and repeating the memorization of short letters at home can be guided by the student's parents. Therefore, Kindergarten educational

institutions must pay attention to the criteria that are very important in memorizing short letters in the learning year.

Some of these things are the background for researchers to want to have the expertise to modify and develop the learning process so that the results obtained will increase. One way to improve the learning process is to use the memorization learning model. Based on observations at TKIT Baiturrahman Adiarsa Barat, it comes from a lack of concentration in memorizing the Qur'an contained in Surah An-Nas to Surah At-Takasur. From the concentration of memory that is lacking, it can affect the memory of the memorization. In this case, the researcher wants to improve the memorization of short letters and the application of the memorization learning model.

**Research Methods**

This study uses experimental quantitative research methods. To find out the data on the influence of the learning model on the improvement of memorization of short letters. The design of this study uses a pre-experimental research design.[5] This design requires only 1 group to be given a specific treatment without  the holding of a comparison group and *a pre-test*. The variables in this study were the memorization learning model as a variable (X) and an increase in memorization of short letters as a variable (Y). The purpose of this study used a single treatment design type (*One Shot Case Study*) to obtain data on the magnitude of the influence of the learning model on the improvement of memorization of short letters after being given treatment.

The population and sample used in this study is TKIT Baiturrahman Karawang, which is in class B or only 1 class is selected according to the research design, namely *a one-shot case study*. This study aims to obtain the influence of the learning model on the improvement of memorization of short letters. To obtain a sample class, the technique carried out in this study is *Purposive Propositional Cluster Sampling* , which is a sample selection technique based on the consideration of a thing, which is then taken by a class that will present the proportion of the entire population. In this study, the Mid-Semester Assessment (PTS) score is used as a basis for consideration and sampling according to proportion, based on the analysis of the VA class is a class that can represent the PTS value of all classes at TKIT Baiturrahman Karawang. So, Class B meets the benchmark to be used as a research sample, which is 15 students.

The type of data used in this study is interval data which is a syrat to process data using a simple linear regression test. Meanwhile, the data collection technique in this study is also carried out using documentation, to examine and review every data that can support the research, including the memorization learning model questionnaire (X) and the pretest score of memorization of short letters (Y).

The analysis to test the hypothesis in this study is a 2-way hypothesis analysis technique by comparing the Calculation Correlation coefficient with the spearman's Rtable. Next, a simple linear regression test analysis was carried out. Before the analysis of correlation tests and simple linear regression tests, the researcher had previously conducted validity tests and reality tests with the help of the SPSS Statistics application.

## Discussion

Based on the table of the results of the improvement in memorization of short letters, a high score of 83 was obtained, and the lowest score was 65, with an average of 73.8, learning has used the memorization learning model for one semester.

## Normality Test Results

### Normality Test Results

**One-Sample Kolmogorov-Smirnov Test**

|  |  | Model Memorization | Peningkatan surat-surat pendek |
|---|---|---|---|
| N |  | 15 | 15 |
| Normal Parameters[a] | Mean | 73.8000 | 81.4000 |
|  | Std. Deviation | 4.55443 | 4.17133 |
| Most Extreme Differences | Absolute | .149 | .132 |
|  | Positive | .149 | .121 |
|  | Negative | -.135 | -.132 |
| Kolmogorov-Smirnov Z |  | .578 | .510 |
| Asymp. Sig. (2-tailed) |  | .892 | .957 |

a. Test distribution is Normal.

(Source: Processed through SPSS, June 2021)

Based on the results of the normality test analysis of the memorization (X) learning model data, using SPSS software, an Asymp.Sig (2-tailed) value of 0.892 > α (0.05) was obtained, showing that the memorization (X) learning model data was normally distributed. Meanwhile, the results of the normality test analysis of the data on the improvement of memorization of short letters (Y) of the SPSS software were obtained with an Asymp.Sig value (2-tailed) of 0.957 > α (0.05), showing that the data on the improvement of memorization of short letters (Y) was distributed normally.

**Linearity Test Results**

**Results of the Linearity Test**

ANOVA Table

|  |  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Peningkatan surat-surat pendek * Model Memorization | Between Groups | (Combined) | 209.767 | 8 | 26.221 | 4.650 | .039 |
|  |  | Linearity | 171.550 | 1 | 171.550 | 30.423 | .001 |
|  |  | Deviation from Linearity | 38.216 | 7 | 5.459 | .968 | .524 |
|  | Within Groups |  | 33.833 | 6 | 5.639 |  |  |
|  | Total |  | 243.600 | 14 |  |  |  |

(Source: Processed via SPSS, June 2021)

Based on the results of the homogeneity test analysis using SPSS software, the sig value was 0.524 > α (0.05), showing memorization learning model data (X) and data on improving memorization of short letters (Y).

**Spearman Correlation Test**

The correlation test was used to test the hypothesis, namely the relationship between 2 variables, namely the memorization (X) learning model and the improvement of memorization of short letters (Y). The following are the results of the Correlation Test:

**Correlation Test Results**

Correlations

|  |  | Model Memorization | Peningkatan surat-surat pendek |
|---|---|---|---|
| Model Memorization | Pearson Correlation | 1 | .839** |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 15 | 15 |
| Peningkatan surat-surat pendek | Pearson Correlation | .839** | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 15 | 15 |

**. Correlation is significant at the 0.01 level (2-tailed).

(Source : Processed through SPSS, June 2021)

After knowing the correlation coefficient, to find out the relationship category between variable X and variable Y can be determined based on the interpretation guidelines of correlation coefficients [6]

### Guidelines for Interpretation of Correlation Coefficients

| Interval Koefisien | Tingkat Hubungan |
|---|---|
| 0,00 – 0,199 | Sangat Rendah |
| 0,20 – 0,399 | Rendah |
| 0,40 – 0,599 | Sedang |
| 0,60 – 0,799 | Kuat |
| 0,80 – 1000 | Sangat Kuat |

Based on table 4, the number of coefficients between the memorization learning model (X) and the increase in memorization of short letters (Y) of 0.839 which is included in the very strong category. So there is a strong relationship between the memorization learning model (X) and the variable of improving memorization of short letters (Y), namely 15 students in class B of TKIT Baiturrahman Karawang

**Simple Linear Regression Test Between Memorization (X) Learning Model and Improved Memorization of Short Letters (Y)**

The results of the simple linear regression test between the memorization (X) learning model and the improvement of memorization of short letters (Y) can be seen in the following table:

### Simple Linear Regression Test Results

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 24.678 | 10.213 | | 2.416 | .031 |
| | Model Memorization | .769 | .138 | .839 | 5.564 | .000 |

a. Dependent Variable: Peningkatan surat-surat pendek

(Source: Processed through SPSS, June 2021)

Based on the results of a simple linear regression test processed through SPSS Statistics, it is known that the value of the constant is 24.678 while the value of b (regression coefficient) is 0.769. So that the regression equation can be written:

$$Y = a + bX$$
$$Y = 24{,}678 + 0{,}769X$$

The equation can be translated:

1. The constant value is 24.678, stating that if the memorization (X) learning model does not exist, then the value of the improvement in memorization of short letters (Y) is 24.678.
2. The value of the regression coefficient of the memorization learning model (X) of 0.769 indicates that each addition of the memorization learning model (X) by 1 point will increase the memorization of short letters (Y) by 0.769. This shows that if there is no memorization learning model (X) then the value of the improvement in memorization of short letters (Y) is 32.206. Meanwhile, if there is an increase in the memorization learning model (X) factor by 1 point, it will increase the memorization of short letters (Y) by 0.769 points.

**The Influence of Memorization (X) Learning Model Variables with Increased Memorization of Short Letters (Y)**

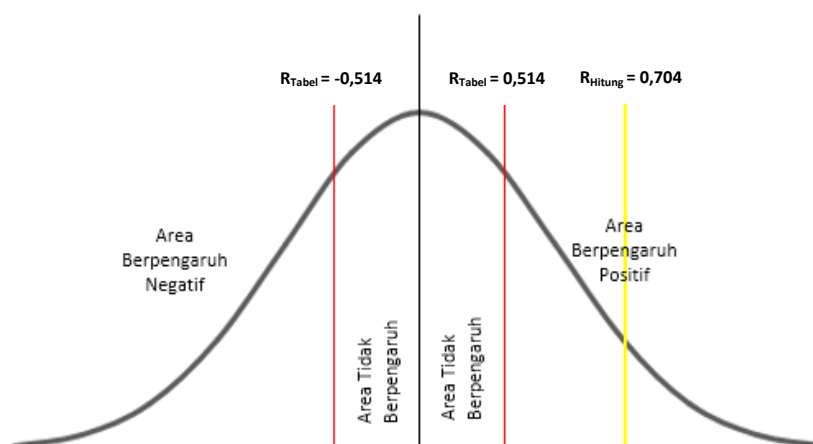**Determination Coefficient Test Results**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .839ª | .704 | .681 | 2.35420 |

a. Predictors: (Constant), Model Memorization

(Source: Processed via SPSS, June 2021)

It is known that the correlation value or relationship (R) of the results of data analysis through SPSS Statistics is 0.839. From these results, a determination coefficient (RSquare) of 0.704 was obtained. This means that the influence of the memorization (X) learning model on the improvement of memorization of short letters (Y) is 0.704 or 70.4% and the remaining 0.296 or 29.6% is determined by other variables that have not been studied.



**2-Way Hypothesis Test Curve**

The 2-way hypothesis test in this study was carried out by comparing the correlation coefficients, namely Rcal = 0.839 > Spearman 's Table = 0.514 and significance = 0.000 < 0.05. So the decision making from the 2-way hypothesis test in this study is as follows:

1. Ha: $\mu \neq 0$: There is a relationship between the memorization learning model (X) and the improvement of memorization of short letters (Y)

2. Ho: $\mu = 0$: There was no relationship between the memorization learning model (X) and the improvement of memorization of short letters (Y)

1. Based on Figure 1 of the curve of the 2-way hypothesis test, Ho stated that there was no relationship between the memorization (X) learning model and the improvement of memorization of short letters (Y). The Rcalculus value is in the rejection area, so Ho is rejected and Ha states that the memorization (X) learning model has a positive effect and can increase the improvement of memorization of short letters (Y), so Ha is accepted. Therefore, the correlation coefficient between the memorization learning model (x) and the improvement in memorization of short letters (y) was 0.839 with significance = 0.000 > 0.05. So it can be concluded that this coefficient is significant and applies to the population in class B of TKIT Baiturrahman Karawang with a sample of 15 students.

2. The results of the correlation test = 0.839 which are included in the excellent category [7] which shows that the memorization learning model has an effect on improving the memorization of short letters in class B of TKIT Baiturrahman Karawang.

Based on the results of the correlation test analysis, it can be seen from the results of the recapitulation of the 2-way hypothesis test score with learning using the memorization learning model to increase the memorization of short letters, the simple linear regression test equation obtained with a value of Y = 24.678 + 0.769X with the Rsquare test in the *summary* model table = 0.704. Therefore, it can be said that there is an influence between the memorization (X) learning model of the increase in memorization of short letters (Y) which is 70.4% and the rest is 29.6% determined by other factors that are not studied in this study.

**Conclusion**

Based on the results of the research and discussion above, it can be concluded that the influence of the memorization learning model can improve the memorization of short letters in Class B of TKIT Baiturrahman Karawang. It can be seen from the results of the memorization of short letters, where it can be seen from the value of the memorization of short letters that show the average grade of the class Based on the results of the correlation test analysis, it can be seen from the results of the recapitulation of the grade B that has met the KKM grade. In general, researchers can conclude that this study has a fairly good effect on increasing the memorization of short letters

**JURNAL PENELITIAN DAN PEMIKIRAN KEISLAMAN**
**SEPTEMBER 2025. Vol.12. No.4**
2014-2025 j.al-ulum Universitas Islam Madura

ISSN. 2355-0104          ojs.uim.ac.id          E-ISSN. 2549-3833

in class B TKIT Baiturrahman Karawang. So that Ho's memorization learning model cannot have an effect (+) on the improvement of memorization of short letters. The hypothesis test was carried out to obtain data on whether there was an influence in the use of the learning model on the improvement of memorization of short letters, then the test used was a simple linear regression to see the Rtable and the *spearman* test to see the Rsquare with a significance of 0.05. As a result, the sample was declared to have a significant influence, namely Rcalculus > Rtable = 0.839 > 0.514.

The magnitude of the influence of the memorization (X) learning model on the increase in memorization of short letters (Y) can also be seen from the results of the Rsquare determination coefficient in the "*summary model*" table obtained at 0.704 or an effect of 70.4% which affects the percentage of improvement in the memorization of short letters. The results of this presentation are the real results obtained by researchers during the research. Meanwhile, it is also known that the remaining percentage of 29.6% is influenced by other factors that were not studied in this study so that it can affect the memorization of short letters.

The influence of 70.4% in this study is included in the category that is quite influential. This sufficient category, according to the researcher, is caused by several factors, namely first, in the implementation of learning using the memorization learning model in memorizing short letters, researchers cannot carry out a direct control process related to the receipt of knowledge from students due to the implementation of distance learning (PJJ) during the Covid-19 pandemic. Second, students think that there is still a great need for face-to-face learning that can improve interactive relationships between teachers and students as well as students with other students. However, students feel free to find reference sources from the questions given. Students feel that distance learning using the memorization learning model is more *flexible* in this pandemic situation.

Thus, it can be concluded that the kipin school application can improve the memorization of short-sighted letters in class B of TKIT Baiturrahman Karawang. However, there is still a need for teachers' ability to design PAI learning that uses this model to be more optimal in carrying out learning. The influence of the memorization learning model on improving the memorization of short letters provides opportunities and opportunities for students to make students the main actors in learning, this experience will make students master the indicators of achievement of memorizing short letters. Such as being able to make varied ideas, add details of an answer, produce answers that trigger answers, and determine the benchmark of truth in producing the correct answer. This research focuses more on the cognitive aspect because in this study distance learning has been implemented in its entirety so that the researcher cannot directly change the affective of the educational program.

## Bibliography

[1]     U. R. I. No, S. P. Nasional, P. M. Pendidikan, K. Republik, I. Nomor, and T. I. Kurikulum, "No Title," no. 20, pp. 1–11, 2003.

[2]     Salahuddin Al Asadullah, "Upaya Mengatasi Kesalahan Persepsi Masyarakat terhadap Tulisan Arab dan Arab Melayu di Desa Lubuk Garam Bengkalis," *Abdidas*, vol. 2, no. 1, pp. 142–147, 2021, doi: https://doi.org/10.31004/abdidas.v2i1.220.

[3]     N. Syarifuddin and M. Syaiful, "MENINGKATKAN KEMAHIRAN MEMBACA HURUF HIJAIYAH MENGGUNAKAN MEDIA KARTU TUKAR HURUF PADA PEMBELAJARAN ALQURAN HADITS KELAS III MIN 21 KECAMATAN PAMINGGIR," *J. PTK dan Pendidik.*, vol. 7, no. 1, pp. 16–26, 2021, doi: 10.18592/ptk.v7i1.4505.

[4]     Nur Fauzan Ahmad, "Problematika Transliterasi Aksara Arab-Latin: Studi Kasus Buku Panduan Manasik Haji dan Umrah," *NUSA*, vol. 1, no. 12, pp. 126–136, 2017, [Online]. Available: file:///C:/Users/Dr. Supandi/Downloads/15643-37809-1-SM.pdf.

[5]     S. S. Muafi Muafi, Supandi Supandi, "EFEKTIVITAS METODE TAMRINUL MUSABAQOH TILAWATIL KITAB (TMTK) DALAM MENINGKATKAN KEMAMPUAN BELAJAR MEMBACA KITAB KUNING DI MADRASAH ALIYAH DINIYAH PUTRA PONDOK PESANTREN MIFTAHUL ULUM BETTET PAMEKASAN," *AHSANA MEDIA J. Pemikiran, Pendidik. dan Penelit. Ke-Islaman*, vol. 9, no. 2, pp. 125–134, 2023, [Online]. Available: https://scholar.google.com/citations?view_op=view_citation&hl=id&user=jkE146oAAAAJ&sortby=pubdate&citation_for_view=jkE146oAAAAJ:4JMBOYKVnBMC.

[6]     Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta, 2013.

[7]     Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. 2019.