



Implementation of The Talaqqi Method in Memorizing Juz 'Amma for Group B Students At Uwais Al Qorny Tahfidz Qur'an Kindergarten

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Abstract

This descriptive qualitative research aimed to determine the implementation and effectiveness of the Talaqqi Method in improving the ability of Group B children to memorize Juz' Amma at the Uwais Al Qorny Tahfidz Qur'an Kindergarten, Bekasi City. Data was collected through observation, interviews, and documentation, with validity tested using data triangulation and credibility checks. The research results indicate that Uwais Al Qorny Tahfidz Qur'an Kindergarten actively uses the Talaqqi Method and found it easy to implement and proven effective in boosting children's memorization skills due to its continuous and repetitive nature. While hindering factors included student health and attendance, the primary success factor for its implementation was the full support from the school administration and the parents. Overall, this study affirms that the Talaqqi Method is an appropriate approach for teaching Juz' Amma memorization to early childhood students.

Keywords: Kindergarten , Memorizing Juz 'Amma Talaqqi Method, Early Childhood

ARTICLE INFO

Article history:

Received

May 12, 2025

Revised

June 14, 2025

Accepted

June 29, 2025

Published by

Website

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INTRODUCTION

A child is a great blessing entrusted by Allah to His servants who are married. When Allah grants a child, it signifies that parents bear the responsibility to care for, nurture, and educate them—from the time they grow in the mother's womb until they are capable of living independently. The responsibility of parents in guiding their children extends beyond this world to the hereafter, as stated in the Qur'an, Surah At-Tahrim, verse 6: "*O you who have believed, protect yourselves and your families from the fire (of Hell).*" Therefore, parents have the duty to provide the best education so that their children become a source of comfort and joy, not a cause of sin.

Early childhood education is provided to children aged 0–7 years, known as the *Golden Age*, the most critical period for developing all aspects of a child's potential. During this stage, children begin learning through their senses of sight, hearing, and touch. One of the most essential foundations of early learning is introducing children to their religion (Mujahidah et al., 2022).

The Qur'an, as the holy book of Islam, serves not only as a guide for life but also as a source of knowledge and education (Rahima et al., 2024). One way to bring children closer to the Qur'an is by learning it through *Juz' Amma*. Memorizing the Qur'an using *Juz' Amma*, particularly the shorter chapters, is essential to start from an early age since, at this stage,

children's cognitive abilities and memory are developing optimally (Savira, 2024). When children are accustomed from a young age to being close to *Juz' Amma*—by listening, being read to, or starting to memorize—it stimulates the brain's neural connections, strengthening their thinking and concentration abilities (Zulfirman, 2022).

Memorizing *Juz' Amma* from an early age also trains children to become calm, patient, persistent, and focused (Arvyanda et al., 2023). However, not all children possess the same ability—some memorize quickly, while others take longer. Factors such as the surrounding environment, parental support, teaching methods, and physical and psychological conditions influence memorization outcomes (Yusra et al., 2021). Therefore, appropriate teaching methods that align with children's characteristics and developmental stages are necessary to make memorization enjoyable and effective (Fadli, 2021).

One effective learning method for young children who have not yet mastered reading and writing the Qur'an is the Talaqqi method (Savira, 2024). This method involves the teacher reciting verses while the children listen and repeating them until they are memorized. However, in practice, there are still children at *TK Tahfidz Qur'an Uwais Al-Qorny* who experience difficulties memorizing *Juz' Amma*. Differences in memorization ability may result from the teacher's educational background, children's health, learning motivation, and parental support (Nurjanah, 2021). In addition, some children still struggle to pronounce Arabic letters correctly, feel reluctant to memorize, or lack focus during *muroja'ah* (revision) activities (Rifa'i, 2023). These conditions indicate the need for a more suitable and effective method to enhance the memorization ability of early childhood learners (Ardiansyah et al., 2023).

Based on this background, this study thoroughly examines the implementation of the Talaqqi method on the ability to memorize *Juz' Amma* among Group B students at *TK Tahfidz Qur'an Uwais Al-Qorny*, Bekasi City. The purpose of this study is to provide a deeper understanding of the Talaqqi method, to analyze its application in improving memorization, and to evaluate its effectiveness in developing children's memorization skills (Bungin, 2024; Nurrisa et al., 2025; Gusteti & Martin, 2020). It is expected that the results of this study will contribute to the development of effective and engaging learning methods for memorizing *Juz' Amma* in early childhood education settings.

METHOD

This study employed a descriptive qualitative research method. Descriptive research is designed to describe and portray existing phenomena, whether natural or human-engineered, by focusing on their characteristics, quality, and interrelationships (Mujahidah et al., 2022). The researcher concludes that descriptive research presents an in-depth account of an event through words rather than numerical data. Qualitative research is conducted within real-life settings to investigate and understand phenomena—what happens, why it happens, and how it happens. Qualitative research is based on exploration, which involves an in-depth and case-oriented study (Fadli, 2021). The researcher conducted field observations directly at *TK Tahfidz Qur'an Uwais Al-Qorny*, Bekasi City, to collect comprehensive information regarding implementing the Talaqqi method on the ability to memorize *Juz' Amma* among Group B students. This study can thus be categorized as field research, which seeks to explore real-life conditions and events over a specific period to obtain holistic and factual descriptions that support the presented data.

The research subjects or informants were *TK Tahfidz Qur'an Uwais Al-Qorny* members, including the principal, class teachers, and parents of Group B students. According to Sugiyono, primary data refers to data obtained directly from the main sources of information through observation and interviews (Nurjanah, 2021). The primary sources in this study included the principal, class teachers, children from Group B4, and several parents representing the same group. Meanwhile, secondary data were obtained indirectly from supporting documents or archival materials that reinforce the primary data. These

included institutional documents such as the school's history, geographical information, lesson plans (RPPM, RPPH), semester programs (PROSEM), teacher data, and facility records at TK Tahfidz Qur'an Uwais Al-Qorny in Bekasi City (Arvyanda et al., 2023). The researcher concludes that secondary data are complementary evidence from official institutional archives.

The data collection techniques in this qualitative study included observation, interviews, and documentation (Ardiansyah et al., 2023). Observation was conducted by immersing the researcher in the participants' daily activities to gain a direct understanding of the research context. The interview technique involved structured and semi-structured conversations to exchange information and construct meaning related to the research topic (Yusra et al., 2021). Meanwhile, documentation collected written, visual, or recorded information, such as institutional records, books, theories, or other materials related to the research topic (Rifa'i, 2023). These three techniques provided triangulated data sources to ensure validity and depth in understanding the implementation of the Talaqqi method in children's Qur'an memorization activities.

The data analysis procedure followed the model proposed by Miles and Huberman, consisting of three main stages: data reduction, data display, and conclusion drawing/verification (Nurrisa et al., 2025). Data reduction involves simplifying, summarizing, and focusing on essential elements of the data to form patterns and themes (Zulfirman, 2022). The reduced data were then organized into descriptive narratives and visual forms such as charts or flow diagrams to present the findings clearly (Gusteti & Martin, 2020). Finally, the conclusion requires the researcher to interpret the data creatively and abstractly to generate meaningful insights and conceptual frameworks (Bungin, 2024). The trustworthiness of the data was verified through triangulation of sources, methods, and time, as well as by applying the criteria of credibility, transferability, dependability, and confirmability to ensure the validity of the study's results.

RESULT AND DISCUSSION

Based on the research findings, this section explains several key aspects that must be considered in implementing the Talaqqi method and its effectiveness in improving the ability to memorize *Juz' Amma* among Group B students at *TK Tahfidz Qur'an Uwais Al-Qorny*, Bekasi City. The Talaqqi method is an instructional activity in which the teacher recites one verse of the Qur'an directly to the student in a face-to-face setting, while the child sits calmly and attentively. The teacher then instructs the child to recite the verse until it is firmly memorized. In applying the Talaqqi method, teachers must consider each child's learning capacity. If a child finds it difficult to memorize a complete verse, the teacher breaks the verse down word by word and allows the child to follow along. When the child can recite a word fluently, the teacher continues to add words until the child can memorize the whole verse. The Talaqqi procedure consists of three main steps: (1) the teacher recites approximately three words of a verse for each student to imitate, correcting any pronunciation errors immediately; (2) the child repeats the verse until it is fully memorized and then submits the memorization to the teacher; and (3) the teacher records the child's memorization progress in the *Mutaba'ah* book (Savira, 2024). Observation revealed that teachers called each student individually to recite the verses prepared at home. When mistakes occurred, teachers corrected them by demonstrating the correct pronunciation, asking students to watch their mouth movements, and having them repeat until accurate. However, teachers often had to divide their attention between listening to students' recitations and supervising other classroom activities, such as coloring or drawing. Thus, schools must ensure that sufficient teachers can guide students during memorization sessions.

Several factors were found to influence the success of the Talaqqi method. First, the combined support of parents at home and teachers at school strengthens children's

confidence and motivation. Second, classroom comfort plays an important role—children who feel happy and secure are more focused on memorization. Third, *Muroja'ah* activities (reviewing previously memorized surahs) help maintain long-term recall and prevent forgetting. Fourth, evaluation is conducted to collect information from ongoing learning activities and improve future teaching processes (Rahima et al., 2024). The *Muroja'ah* sessions for all Group B students were conducted outdoors in lines, allowing children to listen to *Juz' Amma* recitations even if they had not memorized them. Nevertheless, some students were distracted—talking, joking, or engaging in other activities. Therefore, the duration, teacher creativity, child participation, and environmental factors such as health and weather must be carefully managed to optimize these sessions.

The next stage, *Ziyadah* or adding new memorization, occurs when the class teacher submits a test request to the school principal (who serves as the examiner) through a note written in the *Mutaba'ah* book. The test is only given to children who can memorize and correctly recite. If the student passes, the word "PASSED" is written in red pen; however, if the surah contains many verses or difficult words, the student may be required to retake the test with feedback provided for improvement. Some students who perform well during class may become anxious or hesitant during the test, speaking softly or forgetting verses due to nervousness. The *Ziyadah* activity indirectly trains children's self-confidence and persistence. It helps them cope with challenges such as memorizing longer surahs, dealing with corrections, and overcoming disappointment after failing a test. Success in passing, especially when rewarded publicly by teachers and peers, strengthens their intrinsic motivation and joy in learning.

According to Albert Bandura's social learning theory, learning begins with modeling, where behavior is acquired through imitation of others. Children who receive consistent encouragement from teachers and parents demonstrate greater improvement in Qur'an memorization than those supported only at school. This was evident from observations and interviews conducted by the researcher. Likewise, parental involvement at home boosts children's confidence and persistence in increasing their memorization. Seeing peers succeed also motivates them internally to achieve similar success. This aligns with Erik Erikson's psychosocial development theory, which suggests that an individual's self-confidence develops through progressive psychosocial stages and positive environment reinforcement.

Tabel. Interview Results of Early Childhood Education Students Regarding the Course

Research Focus	Main Findings	Example of Student Statement
Implementation of the Talaqqi Method on the Ability to Memorize Juz' Amma among Group B Students	The Talaqqi method for Group B children is a face-to-face memorization technique between the teacher and the student at the same table.	"I have learned about the Talaqqi method applied to Group B."
Application of the Talaqqi Method in Group B	The teacher recites one verse while the students listen and observe the teacher's lip movements. Then, the students repeat the verse by imitating the teacher's example until they memorize it.	"Now I understand how the Talaqqi method is applied in Group B."
Effectiveness of the Talaqqi Method in Improving the Ability to Memorize Juz' Amma among Group B Students	The Talaqqi method has proven effective for memorizing <i>Juz' Amma</i> among Group B students at <i>TK Tahfidz Qur'an Uwais Al-Qorny</i> . This is evidenced by the school's success in graduating three Group B students in 2025	"The Talaqqi method has proven effective for Group B students in memorizing <i>Juz' Amma</i> ."

The findings of this research indicate that the Talaqqi method—when applied systematically with appropriate teacher guidance—positively affects the ability of young children to memorize *Juz' Amma*. This method emphasizes face-to-face recitation between the teacher and student, followed by repetition until memorization is achieved. The direct nature of the Talaqqi method allows immediate correction of pronunciation errors, encourages active listening, and strengthens memory through consistent repetition. This aligns with the results of earlier studies, which showed that verbal modeling and continuous repetition stimulate neural connections and improve short-term memory performance in young learners (Savira, 2024; Mujahidah et al., 2022; Fadli, 2021).

The study found several factors contributing to the success of the Talaqqi method. These include parental and teacher support, classroom comfort, the consistency of *muroja'ah* (review sessions), and periodic evaluation through *ziyadah* (adding new memorization). Children who received emotional encouragement from parents and teachers exhibited stronger motivation and confidence during recitations, consistent with Bandura's theory of social learning, which highlights learning through modeling and reinforcement. A comfortable classroom atmosphere also improved concentration and reduced anxiety, enabling students to focus more effectively during memorization sessions (Rahima et al., 2024; Arvyanda et al., 2023).

In contrast, several obstacles were also identified. Teachers sometimes had to divide attention between students reciting memorization and others engaged in separate classroom activities, such as coloring or drawing. The limited teaching staff made it difficult to provide one-on-one guidance. External factors such as children's health, emotional readiness, and weather conditions during outdoor *muroja'ah* sessions also influenced learning outcomes. These challenges suggest that effective implementation of Talaqqi requires adequate human resources, structured scheduling, and careful attention to children's emotional and physical well-being (Ardiansyah et al., 2023; Yusra et al., 2021).

This research supports and extends previous findings. Earlier studies by Hasibuan & Sit (2023) and Nurmayantu (2023) reported that the Talaqqi method enhanced pronunciation accuracy and memorization fluency among young learners. Similarly, Rosdiana et al. (2022) and Putri & Romadlon (2022) emphasized the importance of teacher modeling and consistent repetition, while Anwar et al. (2022) confirmed that Talaqqi remains one of the most widely used and effective methods in Qur'an memorization. The present study adds practical insights by revealing contextual issues often overlooked, such as classroom management challenges, the emotional dimension of testing, and the institutional mechanism of *ziyadah* under supervision by the principal as a formal evaluator.

Recent research also provides new perspectives supporting these findings. For instance, Hadi & Suryana (2023) introduced a multisensory approach integrating listening, visual observation, and digital technology to improve Qur'an memorization retention. Likewise, Lestari & Nisa (2024) demonstrated that the Talaqqi method and interactive media significantly increased motivation and memorization speed in preschoolers. A systematic review by Abdullah (2023) emphasized that Qur'an memorization techniques must align with children's psychological development stages to prevent cognitive fatigue. Similar studies by Karimah (2025) and Setyowati (2024) stressed the need for continuous *muroja'ah*, supportive learning environments, and emotionally responsive teaching to maintain children's interest and consistency. These findings reinforce that repetition, emotional support, and teacher modeling remain essential to early childhood Qur'an education success.

CONCLUSION

This study concludes that the Talaqqi method is an effective and contextually appropriate approach for improving the memorization ability of early childhood learners in Juz' Amma. The method's structured process—through direct recitation, repetition, correction, and evaluation—successfully enhances children's accuracy, focus, and spiritual connection to the Qur'an. When supported by consistent muroja'ah sessions, parental involvement, and a positive classroom atmosphere, Talaqqi also contributes to emotional growth, confidence, and discipline among students. However, its success depends on several conditions, including adequate teacher availability, proper scheduling, and the alignment of teaching methods with children's developmental stages.

Based on these findings, it is recommended that educational institutions provide specialized teacher training, increase teacher-to-student ratios, and strengthen parental collaboration in Qur'an memorization activities. Schools should also create engaging, comfortable learning environments and utilize interactive learning media to sustain children's motivation. Continuous evaluation, emotional support, and positive reinforcement are essential for maintaining students' enthusiasm and confidence during ziyadah or memorization testing. Future research is encouraged to explore digital and multisensory adaptations of the Talaqqi method and to examine its long-term impact on children's memorization, retention, and socio-emotional development.

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