



# The Effectiveness of the Movement Method in Enhancing Qur'an Memorization and Comprehension in Preschool Children: A Case Study at TK (Preschool) Al-Fatihah School

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## Abstract

**Purpose** – This study explores the effectiveness of a movement-based approach to Qur'anic memorization among preschool children at TK (Preschool) Al-Fatihah School. Recognizing the critical role of early childhood in developing a strong attachment to the Qur'an, this research addresses the need for innovative methods that engage children both cognitively and physically, with the goal of enhancing their memorization and understanding of Qur'anic verses.

**Methods/Design/Approach** – A qualitative case study methodology was employed, focusing on 60 preschool children divided into an experimental group (n=30) and a control group (n=30). Data collection methods included participant observation, in-depth interviews with students, teachers, and parents, and document analysis. Thematic analysis was used to identify patterns in student engagement, memorization performance, and understanding of the Qur'anic verses.

**Findings** – The study found that the movement-based method significantly improved students' engagement and memorization. The experimental group memorized 15% more verses on average compared to the control group and demonstrated better long-term retention and fewer errors. Additionally, this method enhanced students' understanding of the verses, as the movements were designed to reflect the meanings of the words, facilitating deeper cognitive processing.

**Originality/Value** – This research contributes to the literature on Qur'anic education by demonstrating that movement-based memorization not only improves the quantity and accuracy of memorization but also enriches students' conceptual understanding. It underscores the importance of integrating physical activity with cognitive learning in early childhood education, particularly in religious contexts.

**Practical Implications** – The findings suggest that movement-based methods can be effectively integrated into Islamic preschool curricula to enhance Qur'anic memorization and comprehension. This approach fosters a more inclusive and engaging learning environment, catering to various learning styles and promoting sustained interest in Qur'anic studies.

**Keywords** Qur'anic memorization, movement-based learning, early childhood education, Islamic education, cognitive development

**Paper type** Research paper

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## 1. Introduction

Islam is a divine revelation sent by Allah Swt to His Messenger for all of humanity throughout time. The Qur'an, as the holy book of Islam, not only serves as the primary source of Islamic teachings but also functions as a guide for life that must be studied and implemented by every Muslim (Mudzakir, 2014). The importance of studying the Qur'an is underscored by the first revealed verse, "Iqra'" (read), which emphasizes not just literal reading but also understanding and applying its teachings in daily life.

Historically, the method of learning the Qur'an was conducted orally, optimizing hearing, sight, and the heart (for internalization) (Setiawan, 2018). In childhood, the brain's ability to absorb information is at its peak, making the early introduction of the Qur'an highly effective in fostering attachment and sustaining memory in children. Memorization involves embedding verbal material into memory to be reproduced verbatim, which is a fundamental basis for understanding the effectiveness of various learning methods (Winkel, 2007).

However, developing a love for the Qur'an is not an instant process; it requires an enjoyable and engaging approach to draw children closer to this holy book. As parents become increasingly aware of the importance of religious education, various educational institutions have incorporated Qur'an memorization programs into their curricula. Various methods have been developed to facilitate the memorization process, including movement-based methods that combine recitation, physical movement, and comprehension of meaning. Combining physical and intellectual activities, particularly those relevant to kinesthetic learning styles, can reinforce memorization in children (Julianto, 2020).

Despite the implementation of various methods, there is still no consensus on which method is most effective in enhancing Qur'an memorization among children. Several studies have examined different approaches, including the Neuro Linguistic Programming (NLP) method applied at the Islamic Centre Sumatera Utara Boarding School (Nahar et al., 2023), which showed an improvement in the quality of students' memorization. Additionally, research highlighted the effectiveness of the Zahrawain method in improving Qur'an memorization through repetitive and collaborative approaches (Slamet et al., 2023). The use of systematic and efficient methods, such as the movement method in Qur'an memorization learning, can yield significant results (Das et al., 2016).

Another study examined the implementation of the Mutsallatsah curriculum in the "Maghrib Mengaji" program, which was proven to increase children's motivation to recite and improve the quality of BTQ (Baca Tulis Qur'an) (Nurdiyanti et al., 2023). Research showed that innovative learning methods, such as quick memorization tips and guided repetition (muraja'ah), can enhance students' Qur'an memorization competence (Hariyanto et al., 2023). On the other hand, the importance of applying Jean Piaget's cognitive development theory in memorization learning for elementary school children, focusing on understanding rather than mechanical memorization, was emphasized (Syahrizal, 2023).

Although various methods have been proposed, there are still several limitations in previous studies. Most studies tend to focus on specific aspects without integrating a holistic approach that considers the individual needs of children based on their learning styles. For instance, adding physical movement elements accompanied by explanations of the verses' meanings can enrich children's learning, particularly in developing linguistic and logical-mathematical intelligence (Qur et al., 2021). The Kauny Quantum Memory (KQM) method, which stimulates various learning styles (visual, auditory, kinesthetic), successfully improved Qur'an memorization, but no study has yet combined this method with other approaches to observe its comprehensive impact (Yusliani et al., 2023).

Based on the existing literature review, it is clear that there are several gaps that need to be addressed. First, although many methods are effective in certain contexts, no single method has been universally proven to be the most effective across various educational contexts for children. This creates a methodological gap in the literature. Second, the holistic approach that combines several methods to meet various learning styles has not been extensively explored, creating an empirical gap in our understanding of how these methods can be implemented more broadly and effectively.

This research aims to fill these gaps by analyzing the effectiveness of the movement method in Qur'an memorization at TK (Preschool) Al-Fatihah School. This study will also evaluate its impact on children's learning and engagement in the memorization process. Thus, this research is expected to contribute to the development of more effective teaching models that can be implemented in Islamic preschool education.

## 2. Methods

### 2.1 Research Design

This study employs a qualitative approach using a case study method to explore the effectiveness of the movement-based method in Qur'an memorization at TK (Preschool) Al-Fatihah School. This approach was chosen because it allows for an in-depth exploration of the application of the movement method within the context of Islamic preschool education and how this method influences children's engagement and Qur'an memorization abilities (Creswell & Creswell, 2017)

### 2.2 Participants

Participants in this study were selected using purposive sampling, targeting individuals who are most relevant to the research objectives. The participants include students from TK Al-Fatihah School, teachers involved in the Qur'an memorization program, and the students' parents. The details of the participants are presented in the following table:

**Tabel 1.** Demographic and Background Information of Participants

Category	Experimental Group	Control Group	Total
Number of Participants	30	30	60
Average Age	5.2 years	5.1 years	5.15 years
Gender			
- Male	16	14	30
- Female	14	16	30
Parental Background			
- Higher Education	20	18	38
- Secondary Education	8	10	18
- Primary Education	2	2	4
Previous Qur'an Memorization Experience			
- Yes	5	7	12
- No	25	23	48

### 2.3 Data Collection

In this study, data collection was carried out using multiple techniques to ensure a comprehensive understanding of the movement method in Qur'an memorization. One of the primary techniques employed was participant observation, where the researcher immersed themselves in the learning environment to directly observe the classroom dynamics. Particular attention was given to how the movement method was implemented, focusing on the interactions between teachers and students. Students' responses to this method were also carefully monitored. Detailed field notes were taken during these observations, capturing various key aspects of the learning process (Patton, 2002).

In addition to observation, in-depth interviews were conducted with students, teachers, and parents. These semi-structured interviews provided insights into the perceptions and experiences of those directly involved in the Qur'an memorization process. The interview questions explored several dimensions, including the method's influence on students' motivation, the challenges encountered during its implementation, and the overall perceived effectiveness of the movement method. The semi-structured format allowed for flexibility, encouraging participants to share their thoughts openly (Creswell & Creswell, 2017).

Finally, document analysis was performed to support and extend the findings from observations and interviews. Key documents such as teachers' notes, syllabi, and students' memorization assessments were examined. This analysis aimed to identify patterns and trends that could further explain how the movement method was being executed and its outcomes in terms of student performance and engagement. By triangulating data from different sources, the study aimed to provide a rich and nuanced understanding of the use of the movement method in Qur'an memorization (Patton, 2002).

### 2.4 Data Analysis

In analyzing the collected data, the study employed thematic analysis techniques as outlined (Braun & Clarke, 2006). This approach allowed the researcher to systematically examine the data and identify key themes that provided insights into the use of the movement method in Qur'an memorization. The process of analysis unfolded in several stages, each contributing to a deeper understanding of the data.

The first stage of analysis involved open coding, where the researcher meticulously reviewed the data gathered from observations, interviews, and document analysis. During this phase, the researcher identified recurring themes that surfaced across different data sources. These themes were reflective of the participants' experiences, observations, and documented practices related to the movement method. By breaking down the data into manageable units, the researcher was able to highlight significant points that required further exploration.

Once the themes were identified, they were organized into meaningful categories in a process referred to as theme organization. This step involved grouping related themes to uncover specific patterns in the implementation and outcomes of the movement method. The themes were categorized to explore how the method impacted students' memorization processes, motivation, and the overall teaching-learning experience. This organization allowed the researcher to draw connections between various aspects of the movement method and to provide a coherent explanation of its influence on Qur'an memorization.

To ensure the validity and reliability of the findings, the researcher performed data triangulation. By comparing the results derived from observations, interviews, and document analysis, the researcher validated the consistency of the findings. This triangulation process helped to confirm that the insights gleaned from different data sources were aligned and reinforced each other (Creswell & Creswell, 2017). In doing so,

the study was able to produce robust and reliable conclusions regarding the effectiveness and challenges of using the movement method in Qur'an memorization.

### 3. Results

This study provides an in-depth exploration of the effectiveness of the movement-based method in Qur'an memorization at (Preschool) Al-Fatihah School. Data obtained from classroom observations, in-depth interviews with teachers, students, and parents, and document analysis offer a clear picture of how the movement method not only enhances memorization but also enriches students' understanding, motivation, and engagement.

#### *3.1 Student Engagement and Response: A Dynamic and Interactive Experience*

Classroom observations highlighted that the implementation of the movement method significantly enhanced the learning environment, making it more dynamic and interactive. This approach appeared to have a direct impact on increasing student engagement and active involvement during lessons.

One of the key findings was the increase in active participation among students in the experimental group. These students exhibited noticeably higher levels of engagement during lessons, actively mimicking the movements demonstrated by the teacher and often attempting to integrate these movements with the verses they were memorizing. Teachers also observed a transformation in how students interacted with the learning material, indicating that the movement method had a profound effect on their motivation. As one teacher remarked, "The children became more interested and often could not wait to practice the new movements they learned." This statement reflects how the method fostered a sense of excitement and anticipation in the students, driving them to participate more fully in the learning process.

Furthermore, the movement method contributed to improved attention and prolonged concentration during lessons. Observations revealed that students in the experimental group were able to maintain their focus for longer periods, showing fewer signs of fatigue or boredom compared to their peers in the control group. This suggests that the integration of physical movement into the learning process can enhance cognitive engagement, allowing students to stay mentally alert and concentrated for extended periods. The physicality of the method seemed to provide a stimulating break from traditional, passive forms of learning, helping students remain attentive throughout the lesson.

Another notable outcome was the expression of creativity and deeper understanding among some students. As they became more familiar with the movement method, several students started to create their own movements that they felt corresponded with the verses they were memorizing. This self-initiated creativity indicates that the method not only increased engagement but also fostered a deeper connection with the Qur'anic text. By allowing students to express their understanding through movement, the method encouraged them to think more critically and creatively about the content they were memorizing, promoting both a cognitive and physical connection to the learning material.

These findings suggest that the movement method not only supports students' memorization efforts but also enhances their overall learning experience by fostering active participation, sustained focus, and creative engagement with the material.

#### *3.2 Enhanced Memory and Quality of Memorization: Building Strong Retention*

The results of the memorization assessments revealed a clear and significant enhancement in the quality of memorization among students who utilized the movement method. This improvement was observed in various aspects, including the number of verses memorized,



the speed at which they were memorized, and long-term retention of the memorized material.

One of the most notable findings was the increase in both the quantity and speed of memorization. On average, students in the experimental group memorized 15% more verses compared to those in the control group over the same period. Teachers noted that students who employed the movement method memorized at a faster pace, as the physical movements associated with specific verses served as memory cues. This linkage between movement and memory was illustrated by one student's comment: "I can memorize faster with the movements. Whenever I forget, I just remember the movement we learned, and the verse comes back to my mind." This suggests that the movement method not only accelerates the memorization process but also provides a reliable retrieval mechanism when students struggle to recall verses.

The movement method also demonstrated its effectiveness in improving long-term memory retention. Document analysis showed that students in the experimental group were able to recall the verses they had memorized more accurately even after several weeks without active repetition. This indicates that the movement method facilitates the creation of more durable memory pathways, which is crucial in the process of Qur'anic memorization. The long-term retention of the material suggests that this method helps embed the verses in students' memories more deeply, allowing them to recall the information even after a significant period of time has passed.

In addition to enhancing the quantity and retention of memorized verses, the movement method also contributed to an increase in memorization accuracy. Teachers observed that students made fewer mistakes in pronunciation and sequence of verses after applying the movement method. This reduction in errors suggests that the physical movements help students to internalize the structural and phonetic aspects of the Qur'anic text, thereby strengthening their ability to recall the verses with precision. The integration of movement, therefore, not only aids in the memorization process but also reinforces the students' understanding of the correct order and articulation of the verses.

These results highlight the effectiveness of the movement method in improving multiple dimensions of Qur'an memorization, including speed, retention, and accuracy. By engaging both cognitive and physical processes, the method helps students form stronger, more lasting connections with the verses they memorize, offering a promising approach to enhancing the traditional methods of Qur'anic learning.

### *3.3 Understanding the Meaning of Verses: Combining Memorization with Deep Comprehension*

One of the most valuable outcomes of implementing the movement method is its capacity to help students not only memorize Qur'anic verses but also understand their meaning and context. This dual benefit enhances both the cognitive and spiritual aspects of Qur'anic learning.

A significant factor contributing to this is the conceptual understanding through movement. Teachers reported that the movements incorporated into the method were thoughtfully designed to reflect the meanings of specific words or phrases within the verses. For example, a movement symbolizing 'descent' was used for the word *tanzil*, which refers to revelation being sent down by Allah. By associating physical movements with key words and concepts, students found it easier to recall the meanings of these words. The act of physically embodying a concept provided a kinesthetic memory aid that went beyond mere rote memorization. As a result, students not only learned the verses but also internalized their meanings, enriching their overall understanding of the Qur'anic text.

Additionally, the movement method helped students with contextualization and integration of knowledge. Interviews with students revealed that they were able to connect

the verses they memorized with broader themes in Islamic teachings, such as the oneness of God, justice, and compassion. One student reflected, "When we use movements, I can understand what this verse means. The movement helps me remember that Allah is the Most Just." This ability to link memorization with thematic understanding demonstrates that the method facilitates deeper learning, where students do not simply memorize verses in isolation but also grasp their significance within the broader context of Islamic teachings. The use of movement made abstract concepts more tangible, allowing students to form a more nuanced understanding of their faith.

The influence of the movement method extended beyond the classroom, as demonstrated by the role of parental support. Parents observed that their children frequently discussed the meanings of the verses they memorized at home, often sharing the movements they learned in class. Some parents even reported that their children took the initiative to teach these movements to other family members, thereby spreading both the memorization and the understanding of the Qur'anic text within their household. This engagement indicates that the movement method had a lasting impact on the students, fostering a sense of connection to the Qur'an that permeated their daily lives. It also suggests that the method encouraged students to actively share their knowledge, reinforcing their learning by teaching others.

Overall, the movement method not only improved students' ability to memorize Qur'anic verses but also deepened their comprehension of the meanings and themes of the text. This holistic approach to Qur'anic education proved to be an effective tool for helping students integrate both knowledge and faith into their everyday lives.

### *3.4 Motivation and Learning Satisfaction: Building a Positive Learning Experience*

The implementation of the movement method had a profound impact on student motivation, significantly increasing their enthusiasm for learning and memorizing the Qur'an. Data gathered from interviews with teachers and parents, along with classroom observations, revealed that this method created a more engaging and positive learning environment, motivating students to continue their Qur'anic studies with greater eagerness and persistence.

One of the key observations was the increased enthusiasm and interest in learning among students. Teachers consistently reported that their students became noticeably more excited about their lessons, often expressing curiosity about the new verses they would be learning. As one teacher remarked, "The children always ask when we will learn new movements. They seem very excited every time we start a lesson with this method." This growing enthusiasm suggests that the movement method not only engages students in the immediate learning process but also fosters sustained interest, making them look forward to each new lesson. This increased anticipation and curiosity are essential for keeping students motivated over time, which is particularly important in the repetitive nature of Qur'an memorization.

Additionally, the movement method made the necessary repetition in memorization more enjoyable for students. One of the challenges in memorization-based learning is maintaining student interest through repeated practice. However, the movement method transformed this repetition into a more enjoyable experience, as students were able to connect their physical movements with the verses they were memorizing. This led to enjoyable repetition, with teachers and parents observing that students often practiced their memorization at home more frequently using the movements they had learned in class. This not only increased motivation within the classroom but extended it to their independent learning outside of school. The movements provided a dynamic and

memorable way for students to rehearse their memorized verses, making the process less monotonous and more engaging.

Moreover, the method had a lasting influence on students' attitudes toward learning, as seen through its impact on long-term learning attitudes. Parents reported that their children became more disciplined in their study habits, often showing greater initiative in memorizing the Qur'an on their own. This shift in behavior suggests that the movement method instilled a sense of self-motivation and responsibility in students, encouraging them to take ownership of their learning. Such independence and discipline are critical for long-term educational success, as they reflect the development of a positive attitude towards lifelong learning. By making memorization an enjoyable and engaging activity, the movement method fostered a deeper connection between students and their Qur'anic studies, leading to sustained motivation and a stronger commitment to learning.

In conclusion, the movement method not only made the learning process more interactive and enjoyable but also played a crucial role in boosting students' motivation both inside and outside the classroom. It transformed repetition into a fun and engaging activity, encouraged independent learning, and promoted a positive, long-lasting attitude toward Qur'anic memorization. This combination of factors is essential for ensuring that students remain motivated and committed to their educational journey in the long term.

### *3.5 Summary of the Relationship Between Activity Elements and Enhanced Intelligence*

The table below summarizes the relationship between various activity elements in the movement method and the types of intelligence enhanced:

Tabel 2. Summary of Activity Elements and Their Impact on Multiple Intelligences in Qur'an Memorization

Activity Element	Type of Activity	Enhanced Intelligence
Learning	Classroom	Interpersonal
	Private	Intrapersonal
Teaching Method	Demonstration	Kinesthetic
	Pointing to verses with fingers	Logical-Mathematical
	Explaining movements and meanings	Linguistic
	Providing movement examples	Visual and Kinesthetic
	Outdoor learning to avoid boredom	Natural
Additional Activities	Listening to recitation during breaks	Audio-Visual
Evaluation	Students mimic movements together	Intrapersonal
	Each student given a chance individually	Interpersonal
Learning Notes	Teacher writes in the progress book	Linguistic

This research provides strong evidence that the movement method in Qur'an memorization at TK (Preschool) Al-Fatihah School is not only effective in enhancing student engagement and memorization skills but also enriches their understanding of the meanings of the verses they memorize. The method successfully integrates various types of intelligence, creating a more holistic and enjoyable learning experience, which in turn increases students' motivation and satisfaction with their learning.

These findings suggest that the movement method can be a highly effective approach in Islamic preschool education. With broader adoption, this method has the potential to improve Qur'an learning outcomes overall, not just in the school environment but also at



home and in everyday life. Further research is recommended to explore the combination of the movement method with other learning approaches to enhance effectiveness and student engagement in religious education.

## 4. Discussion

This study aimed to explore the effectiveness of the movement-based method in Qur'an memorization at (Preschool) Al-Fatihah School, focusing on enhancing student engagement, memorization ability, and comprehension of the meanings of Qur'anic verses. The findings of this research demonstrate that the movement method has a significant and positive impact, not only on memorization ability but also on students' motivation to learn and their understanding of the meanings of the verses they memorize. This research contributes to the existing literature by highlighting the importance of a holistic approach in Qur'an education for preschool children.

The findings of this study add a new dimension to the literature on Qur'an learning, particularly concerning the use of movement-based methods. Previous studies have emphasized the importance of specific methods like repetition and kinesthetic approaches in Qur'an memorization (Nahar et al., 2023; Slamet et al., 2023). However, this study shows that the combination of physical movement with an understanding of the verses' meanings provides a more comprehensive outcome in memorization learning. Therefore, this research enriches the literature by proposing that the movement method not only increases the quantity of memorization but also deepens students' cognitive and affective engagement in the learning process.

Furthermore, this research expands on previous findings by demonstrating that the movement method has the potential to enhance students' concentration and focus during learning sessions. This aligns with the view on the importance of physical activity in strengthening memory (Winkel, 2007). However, this study goes further by showing that the movement method can also facilitate a deeper and more contextual understanding of Qur'anic verses, something less discussed in previous literature.

The movement method examined in this research has proven to be more effective compared to traditional memorization methods, which often emphasize repetition and recitation without deep understanding. For instance, research indicated that the kinesthetic method could assist in memorization, but it did not explicitly link physical activity with understanding the meaning (Julianto, 2020). This study, on the other hand, shows that when physical movements are designed to reflect the meanings of words or phrases in the verses, students not only memorize the text but also internalize its meaning. This suggests that the movement method can be a more effective and comprehensive approach to Qur'an learning.

For example, the Zahrawain method emphasizes the importance of repetition in strengthening memory (Slamet et al., 2023). However, this study shows that when repetitive methods are combined with meaningful movements, the results are far more effective in terms of student engagement and understanding of the verses. Additionally, this research found that the movement method helps students maintain focus for longer periods during learning sessions, a finding rarely reported in other studies that solely utilize repetitive methods. This finding reinforces the argument that an approach involving various learning styles can be more effective in facilitating deep and sustained learning.

The findings of this research have significant theoretical and practical implications. Theoretically, this research supports a holistic approach in Qur'an education that combines various learning styles, including kinesthetic, auditory, and visual, which are often overlooked in traditional methods. Integrating physical movement with memorization learning not only enriches the learning experience but also supports the development of various intelligences in students, in line with the theory of multiple intelligences. This

approach, which combines cognitive and affective aspects, has the potential to provide a deeper and more comprehensive understanding of Qur'anic verses, which in turn can enhance the overall quality of learning.

Practically, the results of this research suggest that the movement method can be widely adopted in the Islamic preschool curriculum to improve Qur'an learning outcomes. This method is not only relevant for increasing student engagement and motivation but also for creating a more inclusive learning environment that adapts to individual student needs. Therefore, the movement method can be implemented in various Islamic educational institutions, both formal and non-formal, to help students develop better memorization skills and understanding of the Qur'an.

While this research provides important insights, there are some limitations that need to be acknowledged. First, this study was conducted at only one educational institution, TK Al-Fatihah School, so the results may not be fully generalizable to a broader context. Future research should consider testing this movement method in various institutions with different student backgrounds to measure its broader effectiveness.

Second, this study did not measure the long-term impact of the movement method on students' engagement and memorization. Longitudinal studies that examine the long-term effects of this method would be valuable to understand how well this method can sustain or even improve students' memorization and comprehension abilities over time. Additionally, research should also explore how the movement method can be combined with other learning approaches, such as visual or auditory methods, to create a more comprehensive and effective learning model.

This research confirms that the movement method has great potential to enhance engagement, memorization ability, and understanding of the Qur'an in preschool children. With broader adoption, this method could become an integral part of Islamic preschool education, which is not only effective in the formal educational context of schools but also applicable in home education and the daily lives of Muslim children. Further research is needed to explore the full potential of this method and to develop broader and more effective implementation strategies.

## 5. Conclusion

This study demonstrates that the movement-based method in Qur'an memorization at TK (Preschool) Al-Fatihah School has a significant positive impact on the engagement, memorization ability, and comprehension of the meanings of Qur'anic verses in preschool children. This method has proven to not only increase the quantity of memorization but also enrich students' conceptual understanding, contributing to the development of both cognitive and affective skills. The findings of this study align with the existing literature on holistic approaches in Qur'an education, which combine various learning styles to create a more effective learning experience.

Practically, this study provides insights that the movement method can be widely adopted in the Islamic preschool curriculum as an innovative and effective approach to improving learning outcomes. This method allows for the creation of a learning environment that is inclusive and adaptive to individual student needs and facilitates deeper engagement both inside and outside the classroom.

However, this study also acknowledges limitations in terms of its scope and observation period. Further studies are needed to test the effectiveness of this method in a broader context and to explore its long-term impact on Qur'an memorization and comprehension. The combination of the movement method with other approaches should also be explored to develop a more comprehensive and sustainable learning model.

In conclusion, this research contributes to the literature on Islamic education by highlighting the importance of innovation in learning methods and providing a foundation

for further research in developing holistic and adaptive learning approaches for early childhood religious education.

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## Declarations

### Author contribution statement

**Husnul Hafidhoh:** Conceptualization, Writing - Original Draft, Writing - Review & Editing, Project Administration. **Mubarok Fatahillah:** Methodology, Investigation, Writing - Review & Editing. **Manapiyah Maoti:** Formal Analysis, Resources, Data Curation, Writing - Review & Editing, Visualization.

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The data that support the findings of this study are available from the corresponding author upon reasonable request.

### Declaration of interest statement

No potential conflict of interest was reported by the authors.

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