

Developing Early Children's Al-Quran Memorization Ability Through the Talaqqi Method

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Abstract

This study aims to analyze the development of Quran memorization skills in early childhood through the talaqqi method at TK IT Al Mawaddah Warrahmah Kolaka. Quran memorization at an early age plays a crucial role in instilling Islamic values and laying a child's religious foundation, but its implementation often faces challenges in the form of differences in children's concentration, memory, and learning readiness. This study uses a descriptive qualitative approach with a case study design. Data were obtained through observation, interviews with teachers, principals, and parents, as well as documentation of the memorization program. The results show that the application of the talaqqi method combined with systematic repetition (muroja'ah) can gradually improve children's memorization skills through teacher role models, daily habits, and ongoing mentoring. Supporting factors include a religious school environment, teacher competence, and parental involvement, while inhibiting factors include limited children's concentration, individual differences in abilities, and a lack of consistent mentoring at home. This study concludes that the talaqqi method makes a significant contribution to the development of Quran memorization skills in early childhood when applied consistently and collaboratively.

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1. INTRODUCTION

Early childhood education is a fundamental phase in the formation of a child's character, cognitive, affective, and spiritual abilities. At this stage, children are in a period of very rapid development, so every stimulation provided will have a long-term impact on their personality and learning habits. Islamic education for early childhood is not only oriented towards the introduction of religious knowledge, but also on the habituation of religious values instilled through activities appropriate to the child's developmental characteristics. One form of religious education widely developed in Islamic early childhood education institutions is learning to memorize the Qur'an, especially short surahs, as a foundation for fostering a love of the Qur'an in children from an early age. Learning to memorize the Qur'an at an early age is considered strategic because children's memory is still very plastic and easily accepts repetition as part of the learning process. Therefore, various Islamic early childhood education institutions integrate tahfiz programs into daily learning activities as an effort to instill religious values sustainably. However, implementing Qur'an memorization learning for early childhood requires an appropriate pedagogical approach to ensure it does not conflict with the principles of child development. Learning that overly emphasizes memorization targets without considering the child's readiness can

potentially cause psychological stress and reduce their interest in learning. Therefore, developing Quran memorization skills in early childhood must be designed pedagogically, contextually, and oriented to the child's developmental needs.

Learning to memorize the Quran in early childhood has different characteristics from learning at higher levels of education. Early childhood has a limited attention span, a learning pattern that is predominantly through imitation, and a tendency to learn through direct experience and habituation. This condition requires educators to choose learning methods that are not only effective in achieving memorization goals but also aligned with the child's world, which emphasizes aspects of play, comfort, and social interaction. Inappropriate learning strategies can cause children to feel burdened, bored, and even reluctant to participate in memorization activities. This is in line with the view that student motivation and engagement are greatly influenced by the teacher's ability to create interesting, relevant learning that provides a sense of security and comfort. Therefore, learning strategies that are not suited to student characteristics have the potential to reduce children's focus and motivation to learn (Nurhayati, 2014; Sartika et al., 2024). Therefore, learning to memorize the Quran in early childhood cannot be equated with learning to memorize in adolescents or adults, which emphasizes cognitive aspects and individual discipline. In this context, the teacher's role is crucial as a facilitator capable of managing memorization learning flexibly and humanely. Teachers are required to understand children's characteristics, adjust memorization targets, and create a pleasant learning environment so that the memorization process occurs naturally. With the right approach, Quran memorization learning serves not only as an academic activity but also as a means of developing religious attitudes and positive habits in children's daily lives.

Various learning methods have been developed to support successful Quran memorization in early childhood, one of which is the talaqqi method. The talaqqi method emphasizes a direct learning process between teacher and child, where the teacher recites Quranic verses correctly, and then the child imitates them repeatedly. This method is relevant to the characteristics of early childhood, who learn through listening and imitation, making it easier for children to remember and recite Quranic verses. Several studies have shown that the talaqqi method is effective in improving Quran memorization skills in early childhood because it provides examples of correct recitation and allows for direct interaction between teacher and child (Asqia & Suridha, 2023; Barkah & Muhdi, 2022; Ilmi et al., 2021). Furthermore, the talaqqi method also provides space for teachers to provide direct corrections so that the quality of children's reading is maintained from the start. In the context of early childhood learning, this method functions not only as a memorization strategy but also as a means of fostering emotional closeness between teacher and child. This closeness plays a crucial role in creating a sense of security and comfort for children during the learning process. Therefore, the talaqqi method has great potential to be developed as a Quran memorization learning approach that meets the needs of young children.

In addition to the talaqqi method, repetition or muroja'ah is an important element in learning to memorize the Quran. Repetition serves to strengthen children's memory and maintain the consistency of the memorization they have acquired. In early childhood learning, repetition is not only carried out in the school environment but also needs to be supported by parental guidance at home so that the memorization process continues. Research shows that parental involvement in tahfiz learning has a positive influence on the quality of children's memorization because children receive consistent learning stimuli outside of school hours (Agung & Makbul, 2024; Kholis et al., 2023). However, in practice, not all parents have the same time and ability to accompany their children in memorizing

the Quran at home. This condition causes variations in memorization achievement between children, even though they follow the same learning program at school. Therefore, the success of learning to memorize the Quran in early childhood is determined not only by the methods used at school, but also by the support of the family environment and consistent guidance at home. This shows that memorization learning in early childhood is complex and influenced by various interrelated factors.

Several previous studies have examined Quran memorization learning in early childhood using various approaches and contexts. Research conducted by Asqia and Suridha (2023) showed that the talaqqi method can improve Quran memorization skills in children aged 5–6 years if applied consistently and adapted to the child's abilities. Similar findings were also reported by Hartati et al. (2025), who stated that the effectiveness of the talaqqi method is influenced by teacher competence and the intensity of memorization habits in learning activities. Furthermore, Barkah and Muhdi (2022) emphasized that the talaqqi method needs to be combined with enjoyable learning strategies to keep children motivated in the memorization process. However, most of these studies emphasize the method's effectiveness in general and have not examined in depth how the talaqqi method is implemented in specific institutional contexts, particularly in integrated Islamic early childhood education institutions with diverse student characteristics. In other words, there are still limited studies that highlight the process, strategies, and supporting and inhibiting factors of Quran memorization learning in specific local contexts.

Based on the literature review, a research gap can be identified in the study of Quran memorization learning for early childhood. Most studies tend to focus on memorization outcomes or achievements, while studies that comprehensively examine the process of developing memorization skills, teacher strategies, and the dynamics of implementing the talaqqi method in integrated Islamic early childhood education institutions are still relatively limited. Furthermore, there are not many studies that directly link the talaqqi method, repetition of memorization, and parental involvement within a comprehensive analytical framework. Yet, these three aspects are crucial components that mutually influence the success of Quran memorization learning for early childhood. The limitations of this study demonstrate the need for research that not only assesses the effectiveness of the method but also contextually describes the practice of Quran memorization learning in the field. Thus, research focused on a specific educational institution can provide a more in-depth and relevant empirical contribution to the development of tahfiz learning practices at the early childhood education level.

TK IT Al Mawaddah Warrahmah Kolaka is an Islamic educational institution that consistently develops a Quran memorization program for early childhood through the application of the talaqqi method. This program is designed as part of daily learning, taking into account children's learning readiness and involving the role of teachers and parents in the memorization assistance process. In practice, variations in memorization abilities were found between children, both in terms of memorization speed and consistency in maintaining the memorization that has been acquired. This variation indicates that even though the learning method is used the same, the results achieved by children can vary depending on various supporting and inhibiting factors. This condition is an interesting empirical phenomenon to be studied more deeply, especially in the context of how the talaqqi method is applied and adapted to the characteristics of early childhood. Research in this context is expected to provide a concrete picture of the practice of Quran memorization learning that takes place in integrated Islamic PAUD institutions. Thus, the results of the study can provide practical contributions to teachers and institutional administrators in developing more effective and sustainable memorization learning strategies.

Based on the description, the novelty and originality of this research lie in the contextual analysis of the development of early childhood Al-Quran memorization skills through the application of the talaqqi method in TK IT Al Mawaddah Warrahmah Kolaka. This research not only examines the effectiveness of the talaqqi method but also reveals the learning process, strategies used by teachers, and supporting and inhibiting factors in its implementation. With a case study approach, this research provides a deeper empirical contribution to the study of tahfiz learning in early childhood, especially in the context of integrated Islamic PAUD institutions. The research findings are expected to enrich the scientific treasury in the field of early childhood Islamic education and become a practical reference for educators in designing Al-Quran memorization learning that is appropriate to the characteristics of child development. Based on this background, the formulation of the problem in this research is: how is the development of early childhood Al-Quran memorization skills through the application of the talaqqi method in TK IT Al Mawaddah Warrahmah Kolaka?

2. METHOD

This research uses a descriptive qualitative approach with a case study design. This approach was chosen to gain an in-depth understanding of the process of developing early childhood Quran memorization skills through the application of the talaqqi method in the natural context of learning in Islamic educational institutions. The case study design was used because the research focuses on a specific educational unit with unique characteristics and learning practices, allowing for a comprehensive and contextual exploration of the phenomenon.

The research flow is presented in Figure 1 to provide a systematic overview of the stages of research implementation, starting from determining the research focus to concluding.

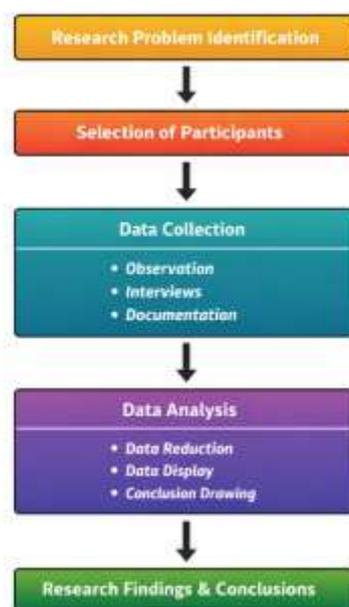


Figure 1. Research Flow with a Qualitative Descriptive Case Study Approach

The research was conducted at TK IT Al Mawaddah Warrahmah Kolaka. The research subjects consisted of the principal, tahfiz teachers, and parents of students directly involved in the implementation of the Al-Qur'an memorization program. The selection of subjects was done purposively by considering their active involvement in the learning process and mentoring their children's memorization. The object of this research is the process of developing Al-Qur'an memorization skills in early childhood, including the learning methods used, strategies for improving memorization, as well as supporting and inhibiting factors in the implementation of the program.

Data collection was conducted through three main techniques: observation, interviews, and documentation. Observation was used to directly observe the implementation of Quran memorization learning, teacher-child interactions, and repetition activities (*muroja'ah*) in the classroom. Semi-structured interviews were conducted with the principal, teachers, and parents to obtain in-depth information regarding learning strategies, memorization support experiences, and challenges encountered. Documentation was used to supplement the data in the form of activity schedules, memorization control cards, and other supporting files.

Data analysis was conducted interactively through three stages: data reduction, data presentation, and conclusion drawing. The data obtained were selected and categorized according to the research focus, then presented in a systematic narrative description. Conclusions were drawn in stages, taking into account the interrelationships between data to obtain a complete picture of the development of early childhood Quran memorization skills through the *talaqqi* method. Data validity was maintained through source and technique triangulation by comparing the results of observations, interviews, and documentation to ensure the consistency and validity of the research findings.

3. RESULTS AND DISCUSSION

a. Implementation of Al-Qur'an Memorization Learning for Early Childhood through the *Talaqqi* Method

The results of the study indicate that Quran memorization learning at TK IT Al Mawaddah Warrahmah Kolaka is carried out in a structured manner through the application of the *talaqqi* method as the main approach. Memorization activities are carried out routinely in daily lessons by adjusting the time, conditions, and readiness of the children. The teacher begins the lesson by reciting a short verse or surah slowly and clearly, then the children are asked to imitate the reading together before being guided individually. This process is repeated until the children are able to recite the verse well according to their respective abilities. This learning pattern shows that the *talaqqi* method is implemented as a direct learning process that emphasizes the example of reading from the teacher to the children.

Empirically, observations show that children find it easier to follow memorization lessons when teachers use gentle intonation, a slow tempo, and consistent repetition. Children appear more focused when learning takes place in a calm, unhurried atmosphere. These findings indicate that the success of the *talaqqi* method is determined not only by memorization techniques but also by how teachers manage learning interactions. Learning conducted in a humanistic and child-centered manner helps create a comfortable learning environment, so children don't feel pressured to memorize the Quran.

The results of this study align with the findings of Asqia and Suridha (2023), who stated that the *talaqqi* method is effective in improving early childhood Quran memorization skills when implemented gradually and tailored to the child's

characteristics. Furthermore, Barkah and Muhdi (2022) also emphasized that memorization learning through talaqqi allows children to directly obtain examples of correct recitation, thereby minimizing pronunciation errors from an early stage. Thus, the talaqqi method has proven relevant as an approach to learning Quran memorization for early childhood, who are still in the learning-by-imitation phase.

b. The Role of Repetition (Muroja'ah) in Developing Children's Memorization

The research also shows that repetition, or muroja'ah, is an integral part of the Quran memorization learning process. Repetition is conducted routinely at school, both before learning begins and after children have completed specific memorization sessions. Furthermore, teachers encourage parents to review the memorization with their children at home as a form of continued support. Children who receive consistent repetition demonstrate more stable memorization abilities than those who rarely engage in muroja'ah at home.

Based on interviews with teachers, repetition is considered key to maintaining memorization in young children who are still prone to forgetting. Children who do not practice repetition regularly tend to experience a decline in memorization abilities, especially after school holidays. This situation indicates that memorizing the Quran in young children requires continuous practice to ensure it sticks in their memory. These findings reinforce the view that early childhood learning must be repetitive and consistent to produce optimal results.

Theoretically, this finding aligns with the research of Agung and Makbul (2024), which showed that the habituation method positively impacted the quality of children's memorization of prayers and short surahs. Kholis et al. (2023) also emphasized that early childhood Quran memorization programs will be more effective if designed with a structured repetition strategy and involving the family. Thus, repetition (muroja'ah) not only serves to reinforce memorization but also as a means of forming children's religious habits in their daily lives.

c. Teacher Strategies in Developing Children's Quran Memorization Skills

The research revealed that teachers implemented various supporting strategies to develop early childhood Quran memorization skills. These strategies included adjusting memorization targets to the child's abilities, providing positive reinforcement in the form of praise, and creating a pleasant learning environment. Teachers did not force children to achieve specific memorization targets within a specific timeframe, but instead provided opportunities for them to develop at their own pace. This approach aimed to maintain children's motivation to learn and avoid psychological stress during the memorization process.

Furthermore, teachers employ a personalized approach by providing individual guidance to children experiencing memorization difficulties. Children requiring special attention are given additional time to slowly review their memorization. This strategy demonstrates that teachers act not only as instructors but also as companions who understand the child's needs and characteristics. This flexible and adaptive learning approach helps children feel valued and supported in the learning process.

These findings align with Hartati et al.'s (2025) view that the effectiveness of the talaqqi method is greatly influenced by the teacher's competence in managing learning and building positive interactions with children. Bahri Djamarah and Zain (2013) also emphasized that appropriate learning strategies can improve student motivation and learning outcomes. Therefore, the teacher's role is crucial in successfully developing early childhood Quran memorization skills through the talaqqi method.

d. Supporting and Inhibiting Factors in Learning to Memorize the Qur'an

The research results indicate several supporting factors in the implementation of Quran memorization learning at TK IT Al Mawaddah Warrahmah Kolaka. These supporting factors include a religious school environment, the availability of dedicated time for memorization activities, and parental support for the school program. A conducive environment helps children become accustomed to hearing and reciting the Quran in their daily activities. Parental support is also crucial because it provides continuity of learning between school and home.

On the other hand, this study also identified several inhibiting factors in developing Quran memorization skills in young children. These factors include differences in children's abilities and concentration, limited time for individual mentoring at school, and a lack of consistent memorization and repetition at home. Early childhood has diverse developmental characteristics, so not all children can memorize at the same rate. This situation requires teachers to continuously adapt their learning strategies to accommodate these differences.

This finding aligns with research by Ma'arif et al. (2022), which states that successful Quran memorization is influenced by both internal and external factors within the student. Furthermore, research by HSB (2022) also shows that environmental support and consistent learning play a crucial role in improving Quran memorization skills. Therefore, Quran memorization learning for early childhood needs to be designed collaboratively, involving teachers and parents as partners in supporting children's memorization development.

Overall, the results of this study show that the talaqqi method combined with repetition (*muroja'ah*) is an effective and relevant approach in developing early childhood Quran memorization skills. This method is in line with the developmental characteristics of children who learn through imitation, repetition, and direct interaction. Learning that is done gradually and humanistically helps children feel comfortable and motivated in memorizing the Quran.

The findings of this study reinforce those of previous research that emphasized the importance of adapting learning methods to children's developmental stages. However, this study provides an additional contribution by demonstrating how the talaqqi method is applied contextually in an integrated Islamic early childhood education institution, as well as how supporting and inhibiting factors influence the success of memorization learning. Thus, this study provides a more comprehensive empirical picture of the practice of memorizing the Quran in early childhood.

4. CONCLUSION

This study concludes that the development of early childhood Qur'an memorization skills at TK IT Al Mawaddah Warrahmah Kolaka can be done effectively through the application of the talaqqi method combined with consistent repetition (*muroja'ah*). The talaqqi method allows children to learn to memorize through the process of listening and imitating the teacher's recitation directly, so that it is in accordance with the characteristics of early childhood development that emphasize habituation and enjoyable learning experiences. The success of memorization learning is not only determined by the method used, but also by the teacher's strategy in adjusting memorization targets, providing positive reinforcement, and creating a conducive learning atmosphere, accompanied by parental support and involvement in memorization assistance at home. Thus, learning to memorize the Qur'an in early childhood needs to be designed collaboratively, adaptively, and sustainably to accommodate differences in children's abilities and produce a humanistic and effective learning process.

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