

COGNITIVE COMPETENCY EARLY CHILDREN MEMORIZING THE QUR'AN OBTAINED FROM THE TAHFIDZ AL-QUR'AN LEARNING PROCESS

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Abstract

This research aims to explain the cognitive competencies that are formed in the process of learning tahfidz al-Qur'an. This research will be conducted using a qualitative research approach. Researchers will collect data using observation, interviews and documentation methods. Observations were carried out to obtain data about the process of learning tahfidz Al-Qur'an as well as various interactions that occurred inside and outside the classroom. Through observation, information will be obtained about the approaches, models, methods and learning techniques used so that data can be obtained about the competencies developed in learning tahfidz al-Qur'an. Furthermore, to obtain an in-depth understanding of the data obtained, researchers will use interviews with both students and institutional management. The research locus was ABA 2 Ngawi Kindergarten with 4 informants determined using purposive sampling techniques. The results of the research show that (1) The cognitive competence of early childhood is learning to solve problems, learning logically and thinking symbolically, (2) The cognitive competence of children after memorizing the Al-Qur'an is: memory improves well, children's concentration develops optimally, Coordination ability children develop well, text analysis skills develop well, multitasking abilities increase, emotional intelligence abilities increase, and fighting power and discipline increase, (3) Early Childhood tahfidz Qur'an learning methods applied at ABA 2 Ngawi Kindergarten are: With intensive guidance, providing motivation, and familiarization before every class study.

Keywords: Cognitive Competence, Early Childhood, and the Tahfidz Qur'an Learning Process

INTRODUCTION

The trend of teaching memorizing the Koran is now starting to penetrate early childhood. Several Al-Qur'an tahfidz schools have begun opening classes for early childhood. For example, the Tahfidz al-Qur'an Islamic boarding school for children of Yanbuul Qur'an Kudus opens early childhood classes with a maximum age limit of 7 years. The al-Munawir Krapyak Bantul Islamic Boarding School has also started opening children's tahfidz classes. In Jombang, a toddler and child tahfidz program has emerged for children aged 2 – 9 years. Meanwhile, in non-tahfidz institutions, they also have a target of memorizing the Koran in a certain amount for their students. Teaching the Koran to young children does not violate children's nature, in fact it is highly emphasized (Rusdiah, 2021). Memorizing the Koran is an appropriate form of early childhood education, if it is carried out using appropriate methods according to their growth and development (Hidayah, 2017). Tahfidz Al-Qur'an is the basis of Jamil Abdul Aziz's research in his research at Roudhotul Athfal Jamiatul Qurra wal Huffadz, Cimahi, West Java, showing that the Tahfidz Al-Qur'an program has a significant

positive effect on early childhood character education (Aziz, 2017).

According to Fatah Hidayat, memorizing the Al-Qur'an is a process of memorizing or remembering (Hidayat, 2017). According to Hidayat, there are three processes in memorizing the Koran. First, encoding, namely the process of entering information in the form of verses from the Koran that are played. Second, storage, namely storing memorized memories in the brain's memory storage. Third, Retrieval, namely repetition of memorized Al-Qur'an (Hidayat, 2017). This kind of memorizing process, from the perspective of cognitive theory, as stated by Anderson and Krathwohl, is called retention. Retention is a learning orientation model that aims to remember lesson material for a certain period of time, the same as the material taught (Lorin W. Anderson and David R. Krathwohl, 2010).

Anderson and Krathwohl recommend a transfer-oriented learning. Transferring means understanding and using knowledge that has been understood, not just remembering or memorizing. Retention only trains one cognitive skill, namely remembering. Meanwhile, transferring trains five other cognitive skills, namely understanding, applying, analyzing, evaluating and creating. If it is related to the educational discourse that is being developed by the government, transferring learning from Anderson and Krathwohl falls into the category of learning based on middle level thinking skills (MOT) and high order thinking skills (HOTS). Meanwhile, retention learning is included in the category of learning based on low-order thinking skills (LOTS).

In this context, learning to memorize the Koran is a retention learning practice that only trains the lowest level thinking skills or LOTS. From the perspective of Piaget's cognitive theory, learning to memorize the Koran is a type of figurative learning which only aims to represent what is observed, either in the form of symbols or words. Learning like this causes students to become passive. The impact is that students are not trained to reach a higher cognitive level. Meanwhile, 21st century skills, both critical thinking, creativity, collaborative and communicative, require high-level thinking skills. Based on these theories, it can be concluded that learning to memorize the Koran cannot facilitate the subject to achieve 21st century skills. If memorizers of the Koran, especially young children, do not have 21st century skills, there is the potential for personality clashes to emerge between the lives and perspectives of memorizers of the Koran, as a representation of Islamic tradition, and global modernity.

RESEARCH METHODS

This research will be conducted using a qualitative research approach. Data

will be collected from the early childhood Al-Qur'an tahfidz institution, precisely at TK ABA 2 Ngawi. Researchers will collect data using observation, interviews and documentation methods. Observations are carried out to obtain data about the learning process *tahfidz al-Qur'an* as well as various interactions that occur inside and outside the classroom. Through observation, information will be obtained about the approaches, models, methods and learning techniques used so that data can be obtained about the competencies developed in learning *tahfidz al-Qur'an*. Furthermore, to obtain an in-depth understanding of the data obtained, researchers will use interviews with both students and institutional management. Interviews will be developed using a snowball technique to gain an in-depth understanding of the data that has been collected. Apart from observation and interviews, researchers will also use documentation methods. The documentation method is used in the context of data triangulation to strengthen or deepen the main data obtained from observations and interviews. The target of this method is the documents in the institution *tahfidz al-Qur'an*, whether in the form of written documents, drawings, photos or other objects.

RESULTS AND DISCUSSION

In this chapter, we will discuss the cognitive competence of early childhood, the cognitive competence of memorizers of the Al-Qur'an, and the process/method of learning tahfidz Al-Qur'an for early childhood.

Early Childhood Cognitive Competencies

Children's growth and development must be properly stimulated so that young children can achieve optimal child development tasks. So, through education it really helps children to achieve these developmental tasks. All children's abilities are related to one another because each ability interacts with each other, such as language, physical, social emotional and cognitive abilities. Of all the children's abilities, cognitive abilities are the ones that are often discussed and are the main topic of discussion for parents and guardians of early childhood students.

The results of an interview with one of the parents explained that the main reason for sending children to educational institutions is so that children are ready to take the next level of education, namely being able to read and write. The following is an excerpt from the interview:

"I want that after graduating from kindergarten, children can enter a superior elementary school where the main requirement is being able to read and write." What parent doesn't want their child to be good at reading and writing after graduating from kindergarten?

This explanation is confirmed by the statement from the kindergarten teacher that the classic problem in the learning process at school is pressure from parents who demand many things from kindergarten institutions, especially the cognitive aspects of reading and writing. The following is the kindergarten teacher's explanation:

"We have tried to explain to parents/guardians that children's abilities are different and according to their development, but it seems that it takes time for parents/guardians to understand this."

Cognitive development is the stages of change that occur in the span of human life to understand, process information, solving problems and knowing something (Marinda, 2020). From the perspective of psychologists, cognitive development is a genetic process, namely a process based on the biological process of developing the nervous system (Ibda, 2015). According to Minister of Education and Culture Regulation 137 of 2014, early childhood cognitive development includes: 1) learning and problem solving, including the ability to solve simple problems in everyday life in a flexible and socially accepted way as well as applying knowledge or experience in new contexts; 2) logical thinking, including various differences, classifications, patterns, taking initiative, planning, and recognizing cause and effect; and 3) symbolic thinking, including the ability to recognize, name and use the concept of numbers, recognize letters, and be able to represent various objects and their imagination in the form of images (REGULATION OF THE MINISTER OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA NUMBER 137 OF 2014 CONCERNING NATIONAL STANDARDS FOR EARLY CHILDHOOD EDUCATION, 2014).

Cognitive is very well known in its use in one of the areas/domains of human psychology which includes mental and is related to understanding, consideration, information processing and problem solving (Mu'min, 2013). This cognitive area is centered in the brain which has very close connections with communication and affection. Cognitive development is a development that explains a person's process of adapting to and understanding objects and events that occur around them. Therefore, it is necessary to provide learning that provides direct learning experiences to children so that children can explore and gain knowledge. Apart from that, in order to achieve optimal child development, parental involvement is needed and access to quality PAUD services (Lutfi Nur, Anne Hafina, 2019). In the cognitive development stage, early children aged 0-6 years enter the sensory-motor and pre-operational stages. According to Piaget, children undergo a definite sequence of stages of cognitive development (Marinda, 2020).

These stages are the sensory motor stage (0-2 years), preoperational (2-7 years), concrete operational (7-11 years) and formal operational (11-15 years). In actively understanding the world, children use schemes, assimilation, accommodation, organization and equilibration. Children's knowledge is formed gradually in line with experiences regarding the information they encounter. Based on Piaget's statement above, the development of early childhood referred to in this research is included in the category of preoperational cognitive development, namely vulnerable ages 2-7 years. Children have shown cognitive activity in dealing with various things outside themselves. Children can understand reality in the environment by using signs and symbols (Lutfi Nur, Anne Hafina, 2019). Play in a child's environment (the use of symbolic movements) has a strong relationship with increased cognitive development.

Cognitive Competence of Al-Quran Memorizers.

The process of memorizing the Qur'an requires a long time, high concentration, tenacity and hard work to be able to complete the memorization. Such a difficult process is certainly commensurate with the rewards promised by Allah SWT. Allah promises several virtues for anyone who is able to memorize and prioritize the Qur'an, including: first, the person who is memorizing the Qur'an is a person chosen by Allah. Second, people who memorize the Qur'an are promised a crown which will later be presented to the parents of those who memorize the Qur'an. From the results of interviews with the school principal, information was obtained that the benefits of memorizing the Al-Qur'an are always emphasized during parenting activities. The following is the principal's explanation:

"The Al-Qur'an memorization program is one of our school's superior programs. We always emphasize equalizing perceptions with parents when parenting activities. "Usually we hold this activity towards the end of the semester." Our institution believes that children who have memorized the Qur'an will gain privileges before Allah.

Apart from these dogmatic benefits, memorizing the Qur'an has cognitive benefits that can help memorizers in the process of receiving education afterwards. Before discussing further regarding the cognitive competence of Qur'an reciters, it is necessary to discuss the cognitive process. The cognitive process of memorizing the Qur'an is based on the power of memory, so repeating the Qur'an reading is the main foundation for memorizing the Qur'an. Repetition of reading Al-Quran verses must be done frequently because it helps connect previous verses that have been memorized so that they are not easily forgotten. According to Santrock, memory is an activity to maintain information over time. Attention plays an important role in memory because attention is part of the information that enters memory. (Susianti, 2016). The following

cognitive processes:

1. Encoding

Encoding is the process of information or stimulus entering through the five senses such as auditory (hearing) or vision (visual). When a person uses their eyes and ears to capture information, this is a process of capturing incoming information to be managed by the brain and other components. This encoding process is very closely related to the process of memorizing the Qur'an, namely through the process of reading or listening. From the results of interviews with ABA 2 Kindergarten teachers, information was obtained that the encoding process was implemented by the institution with technical implementation. Every morning before entering learning activities, the teacher guides children to memorize the Qur'an by reading the letter/verse that will be memorized and then the children imitate. This activity is done repeatedly so that children can imitate it well.

2. Storage

(Memorization Storage) According to Jensen, storage is a container for storing memories in the brain. Jensen explains that sound memory is stored in the external auditory region. In terms of the storage process, ABA 2 Ngawi Kindergarten does not provide memorization targets which are burdensome for children. Memorization targets are adjusted to the child's ability to store information in the brain.

3. Retival

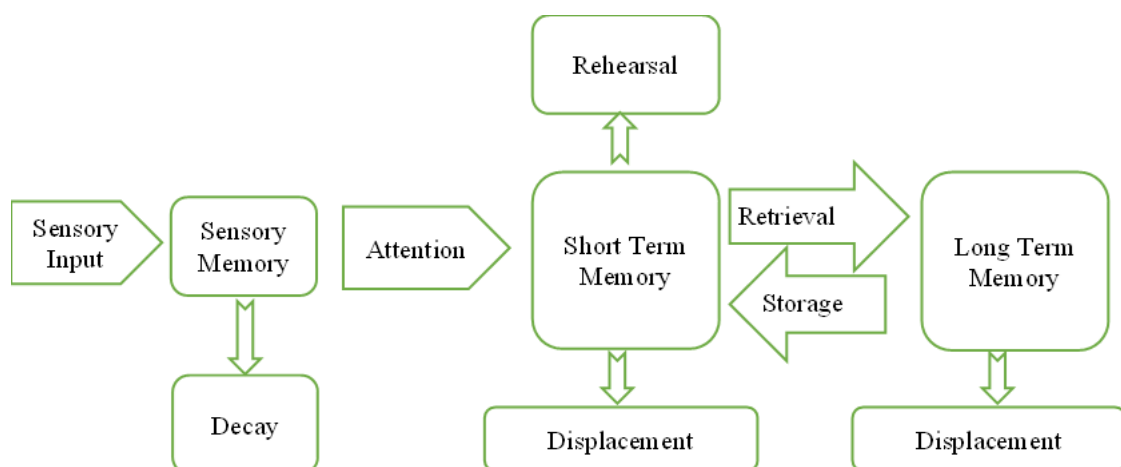
Recalling (Retrieval) Recalling, in everyday language, remembering again is recalling information stored in memory. Returning information can be done by: a). Recall (recall). The active process of either new experiences or incoming stimuli to produce clear facts and information without unclear guidance or instructions. b). Introduction (recognition). It is quite difficult to recall the amount of information that has been obtained. c). Learning again (relearning) Reviewing the lessons that have been learned to be taken up again. The retrieval process that has been implemented by Kindergarten ABA 2 Ngawi is by repeating the memorization that the children have mastered. Moreover, TK ABA 2 Ngawi also emphasizes on children and parents to always be steadfast in learning to memorize the Al-Qur'an. There are factors that support a person memorizing the Koran, namely: health factors, psychological factors, intelligence factors, istiqomah, distancing oneself from immorality and reprehensible traits, determining the target for memorizing it (Galuh Maya

Ardwiyanti, Iwan, 2021).

4. I reintegrated

Redintegration (redintegration) restores past information from one small memory pointer. Basically, murojaah is repetition which is done after adding memorization, this is done so that the information can be stored in the brain's memory. So that if a call occurs, information can be easily released. 19 The memory system is divided into three systems, namely: the sensory memory system, the short-term memory system and the long-term memory system. Sensory memory records information or stimuli that enter through the five senses. If someone gets information but doesn't pay attention to it, the information they get is immediately forgotten, but if they pay attention, the information can be stored for around 30 seconds. 20 Information that has arrived in short-term memory will be transferred by a repetition process into long-term memory to be stored, but the information It can also be lost because it is piled up by other information. Furthermore, once it is in long-term memory, the information can be retrieved using certain strategies (Bhinnety, 2008).

Several stages in the cognitive process include the encoding process (the stimulus begins to enter the sense organs), storage (memorization of memory) and retrieval (memorization of memory). In the retrieval or memorization stage, there are several ways to restore information or stimuli that have been memorized, including recall, which is an active process to reproduce facts and information clearly without unclear guidance or instructions. Recognition is a rather difficult process for recalling a number of information that has been obtained. Relearning is reviewing the lessons that have been learned to be taken up again. And finally, redintegration, namely restoring past information from one small memory instruction.



In essence, the memorization process is closely related to memory. There are

three types of memory, including: sensory memory, which is relatively short storage of information among other memories. Because sensory memory can receive information only 2-3 seconds after the stimulus is delivered. If the memory is still there but cannot be found in the brain, however, it can be found in the five sense organs. The second type of memory is short memory which has the capacity to store memory for 30 seconds. Information in short-term memory can be manipulated, for example practicing comparing or changing orders on an item. The last type of memory is long-term memory, in this case the information is tried to survive and is stored in long-term memory which can survive. Some of the cognitive abilities that can be obtained by memorizing the Qur'an are:

1. Have a strong memory;
2. Good concentration ability;
3. Motor coordination abilities;
4. Text analysis capabilities;
5. Multitasking ability;
6. Train abstract thinking skills;
7. Increase emotional intelligence;
8. Train fighting power and discipline.

Process/Method for Early Childhood Tahfidz Qur'an Learning

Learning the Qur'an from an early age and toddlers is a program that positions children from an early age to be able to recognize the Qur'an, an important factor is sincere intention and prayer in memorizing the Qur'an (Hidayah, 2017). In the process of learning tahfidz Qur'an in early childhood, the process always pays attention to the pre-operational cognitive characteristics that children naturally have. Habituation activities are a common learning process carried out by all early childhood education institutions in Ngawi Regency. Apart from that, the method for learning to memorize the Al-Qur'an in children is that children can memorize it according to the target, instill the value of sincerity to love the Al-Qur'an, and help parents form an Islamic environment in the family (Wahidah, 2007).

In fact, this habituation activity has proven to be effective in the process of learning tahfidz Qur'an, especially at ABA 2 Ngawi Kindergarten. This habit is technically divided into two, namely remembering previous memorization and adding new memorization. In adding new memorization, the role of the teacher is needed to understand the makhorijul of the letters or where the letters come out. To support children's success in learning the Qur'an, of course it cannot be separated from parental

guidance or the role of parents, as well as the motivational factors that children have, children must be encouraged to have intention and seriousness in learning the Qur'an. Motivational factors are important for children, namely: awareness of the child's initial learning, process and final results; Informing children about the learning efforts they have made and showing the direction of children's activities and motivation is an effort to give children more enthusiasm for learning and ultimately how to guide children on a continuous learning journey.

CONCLUSION

Early childhood cognitive competencies include; 1) learning and problem solving, including the ability to solve simple problems in everyday life. 2) logical thinking, including various differences, classifications, patterns, taking initiative, planning, and recognizing cause and effect; and 3) symbolic thinking, including the ability to recognize, name and use number concepts, recognize letters, and be able to represent various objects and their imagination in the form of images. Meanwhile, children's cognitive competencies after memorizing the Qur'an are: a) children have good memory, b) children's concentration abilities develop well, c) children's coordination abilities develop, d) text analysis abilities develop well, e) increase multitasking ability, f) Increased emotional intelligence abilities, g) Increased fighting power and discipline. Then the last one is

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