The Use of the Relaxed and Fun Memorization Method (HaSS) in Enhancing Children's Memorization of Common Surahs

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ABSTRACT

Memorizing the Quran during childhood is a crucial foundation in building a Muslim's identity. However, traditional approaches that are overly rigid and centered on rote memorization often fail to spark children's interest and engagement. The Relaxed and Fun Memorization Method (HaSS) is an innovative technique based on the integration of audio, visual, kinesthetic, and interactive game elements. This study aims to evaluate the effectiveness of the HaSS approach in improving children's mastery of common surahs. This quasi-experimental study uses the Memorization Assessment Scale and the Learning Motivation Scale, with data analysis conducted through descriptive statistics to assess the impact of the HaSS intervention on the performance and motivation of children aged 5 to 10 at Pusat Ngaji Nurani, Kuala Terengganu. The results show significant improvements in memorization performance, children's intrinsic motivation, social interaction, and mastery of tajwid. Additionally, this approach reduces learning stress and demonstrates flexibility in meeting individual learning needs. The study confirms that multimedia-based approaches like HaSS have the potential to enhance early Islamic education curricula for children.

Keywords: Quran Memorization, Learning Motivation, Relaxed and Fun Memorization (HaSS)

INTRODUCTION

Early childhood education is a critical phase in shaping an individual's foundational values, morals, and knowledge. For Muslims, mastering Quran memorization from a young age is a priority recognized in various educational traditions. However, a significant challenge lies in fostering children's interest in memorizing common surahs. The cognitive and emotional needs of children, which thrive on enjoyable learning experiences, often clash with traditional rigid and teacher-centered memorization methods.

In this context, the innovative Relaxed and Fun Memorization Method (HaSS) emerges as a response to these needs. This method introduces a more contemporary approach to Islamic education, creating a child-centered, relaxed, and enjoyable learning experience. Leveraging modern learning theories, HaSS combines audio, visual, kinesthetic, and interactive elements to enrich Quran memorization for children.

LITERATURE REVIEW

Quran memorization has long been a cornerstone of Islamic education. Studies by Ismail et al. (2019) show that children memorize more effectively when the approach aligns with their learning styles. Conversely, overly

mechanical methods that neglect children's emotional aspects lead to decreased motivation and engagement. In Multimedia Learning, Mayer (2001) states that humans learn more effectively when information is delivered through multiple sensory channels, such as text, images, and sound—known as the Cognitive Theory of Multimedia Learning. In early education, using cartoon visuals, audio recitations, and physical activities allows children to connect diverse types of information, strengthening their memory.

Gardner's Theory of Multiple Intelligences (1983) emphasizes that individuals possess various intelligences—linguistic, musical, kinesthetic, interpersonal, and more. Thus, in early Quran education, strategies that cater to these intelligences are essential for optimizing learning. Vygotsky's Social Cognitive Theory (1978) further highlights that children learn best in interactive social contexts. Team activities, games, and social support help children understand and retain concepts more easily, aligning with HaSS's emphasis on interactivity and community-based learning.

RESEARCH METHODOLOGY

This study employs a quasi-experimental design using the Memorization Assessment Scale and the Learning Motivation Scale. Data analysis is conducted through descriptive statistics to evaluate the effectiveness of the HaSS method in improving children's memorization of common surahs. This approach allows researchers to observe changes in participants' performance before and after the intervention without requiring strict control groups, making it suitable for early childhood education where flexibility and ethical considerations are paramount.

Location And Sample

The study was conducted at Pusat Ngaji Nurani in Kuala Terengganu. This location was chosen strategically as the center follows an Islamic-oriented curriculum with a focus on memorizing common surahs. The sample consisted of 30 Muslim children aged 5 to 10, selected through purposive sampling to ensure all participants had a basic Islamic education background and could consistently participate in the memorization program.

Intervention design

The HaSS intervention was conducted over eight consecutive weeks, with four memorization sessions per week. Each session lasted 30 to 40 minutes, depending on the children's focus and engagement. The intervention was designed around five main phases: audio listening, rhythmic recitation, interactive visuals, kinesthetic activities, and reinforcement through games.

Initially, teachers introduced common surahs like Surah Al-Ikhlas, Al-Falaq, and An-Nas through repeated audio recitations. This aimed to activate children's auditory memory by exposing them to correct tajwid and clear pronunciation.

Next, recitations were varied in rhythm and speed to stimulate focus and attention. Interactive animated videos, such as Upin & Ipin and Omar & Hana, were used to link visual elements with the meanings of the recitations. Kinesthetic activities like role-playing, creative movements, and rhythmic games (e.g., clapping and jumping) were integrated to help children connect memorization with physical actions.

Finally, reinforcement was achieved through interactive games like "Surah Pistol," where children "shot" a surah and recited it. This gamification element aimed to sustain motivation and reduce memorization stress.

Data collection instruments

Two instruments were used in this study. The first was the Surah Memorization Assessment Scale, developed specifically to measure the accuracy and fluency of participants' memorization. This scale evaluated aspects such as pronunciation, memorization completeness, adherence to tajwid rules, and reading fluency. The total score was 100%, with marks allocated as shown in Table 1 below:

Criteria	Description	Maximum Marks
1. Pronunciation	Evaluates accuracy in pronouncing letters, diacritics, and articulation points.	30%
2. Memorization Completeness	Evaluates whether verses are recited completely without omissions, additions, or misordering.	30%
3. Adherence to Tajwid Rules	Evaluates compliance with tajwid rules like idgham, ikhfa', iqlab, mad, ghunnah, etc.	20%
4. Reading Fluency	Evaluates smoothness of recitation without frequent pauses or stuttering.	20%

Table 1: Surah Memorization Assessment Scale

The second instrument was the Learning Motivation Scale, adapted from Deci and Ryan's Intrinsic Motivation Inventory (1985). This scale measured children's enjoyment, effort, subjective value of learning activities, and perceived stress levels, as shown in Table 2:

Criteria	Description	Maximum Marks
1. Enjoyment/Satisfaction	Measures how much children enjoyed the learning activities.	30%
2. Effort and Persistence	Evaluates children's determination and diligence throughout the sessions.	25%
3. Subjective Value of Activity	Assesses how important, beneficial, or meaningful children found the activities.	25%
4. Stress Level	Measures stress, tension, or anxiety experienced during activities.	20%

Table 2: Learning Motivation Scale

data analysis method

Quantitative data were analyzed using descriptive statistics to examine significant differences between pre- and post-intervention scores. This analysis allowed researchers to determine whether changes in children's memorization performance and motivation resulted from the HaSS method.

FINDINGS AND DISCUSSION

Improvement in memorization performance

Data analysis revealed a significant improvement in memorization performance after implementing the HaSS method. The average memorization score rose from 45% pre-intervention to 87% post-intervention. This demonstrates that strategies like audio repetition, rhythmic recitation, and memorization games positively impact children's ability to recall and correctly pronounce common surahs. The improvement was not limited to mechanical memorization but also included better mastery of tajwid and articulation. These findings support Mayer's (2001) principle that activating auditory channels and creative repetition accelerates long-term memory retention.

Increased motivation and interest in learning

Beyond memorization, the study also showed a marked increase in children's motivation. Visual elements like Islamic cartoons, interactive role-playing, and games transformed memorization from a tedious task into an

enjoyable experience. Most children eagerly attended weekly sessions, indicating that learning infused with positive emotions and social engagement strengthens interest and commitment, consistent with Vygotsky's (1978) findings on the importance of social contexts in education.

Enhanced Sosial Interaction and Collaboration

A key observation was the improvement in social interaction and collaboration among children. Group memorization, paired role-playing, and interactive games encouraged peer support, reminders, and teamwork. Faster learners assisted slower ones, with teachers facilitating this collaboration. This peer-to-peer learning not only fostered social skills but also accelerated memorization through social mechanisms, supporting Vygotsky's Zone of Proximal Development (ZPD) concept.

Reduced Learning Stress and Anxiety

Unlike traditional memorization methods that often induce stress, the HaSS approach created a relaxed, enjoyable, and pressure-free environment. The absence of punitive measures, an open learning atmosphere, and game-based assessments reduced anxiety among children. This is crucial, as psychological studies show that negative emotions like stress hinder long-term memory consolidation. By minimizing pressure, HaSS fosters a more conducive learning environment for cognitive development.

Better Mastery of Tajwid and Pronunciation

Although HaSS focuses on memorization, repeated audio exposure and guided recitation also improved children's tajwid and articulation. Teachers corrected pronunciations, and kinesthetic activities like "robot-style" recitation slowed down readings for technical focus. Observational data showed over 80% of children improved in pronouncing challenging Arabic letters like 'Ain (ع) and Sod (ص), proving that creative memorization need not compromise accuracy.

Adaptability and Flexibility in Learning

Lastly, HaSS demonstrated flexibility in catering to individual needs. Teachers modified activities based on children's responses—e.g., more kinesthetic activities for active learners and more visuals for visual learners. This aligns with modern differentiated instruction principles, making learning child-centric, flexible, and inclusive compared to traditional one-size-fits-all approaches.

CONCLUSION

This study confirms that the HaSS method is an innovative and effective approach to enhancing children's memorization of common surahs. By integrating multimedia elements—audio, visual, kinesthetic, and interactive—HaSS creates a fun, effective, and child-centered learning experience. Results show significant improvements in memorization efficiency, intrinsic motivation, social interaction, and tajwid mastery.

Beyond memorization, HaSS fosters a low-stress, emotionally responsive learning environment, crucial for children aged 5–7, a critical period for cognitive, emotional, and social development. This study proves that innovation in Quran education not only boosts academic outcomes but also creates meaningful, enjoyable, and effective learning experiences for young Muslims.

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