Kauny Quantum Memory Method to Increase the Ability of Memorizing Qur’an in Early Childhood

Safiruddin Al Baqi1, Conny Alif Asterisk2
Pendidikan Islam Anak Usia Dini, Institut Agama Islam Negeri Ponorogo, Indonesia(1)
Pendidikan Agama Islam, Institut Agama Islam Negeri Ponorogo, Indonesia(2)
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Abstract
Memorizing Al-Qur’an has priority for Muslims because it contains a guide of live. Memorizing Al-Qur’an in early childhood is important to direct children’s behavior. The purpose of this study was to know the application and impact of Kauny Quantum Memory on early childhood. This study used qualitative method. Data collection techniques were interviews, observation, and documentation. The subjects of this study were 7 participants (5 students and 2 parents) at TPA Darunnajah Jurug Sooko Ponorogo, East Java. Data was analyzed by reducing data, presenting data, and presenting conclusions. The results showed that Kauny Quantum Memory used visualization and baby reading techniques, the memorization starts from short letters and was repeated, which made it easier for students to memorize. Students had good memorization skills in memorizing Al-Qur’an, they can find out the meaning of letters by symbolizing in movements, and feel comfortable when memorizing because it was implementing in relaxed atmosphere.

Keywords: al-qur'an, early childhood; memorization method; quantum memory

Introduction

Al-Quran is the holy book of Muslims which was revealed to the prophet Muhammad as a guide book for Muslims (Hamid, 2016). Having memorized the Qur’an or being a memorizer of the Qur’an is an incomparable privilege and an extraordinary gift for being a special people in the sight of Allah (Sidaruk, 2019). In Islam, the Qur’an has been made easy by Allah so that every Muslim can be memorized (Irlina, 2019). The language contained in the Qur’an is also made easier for both Arabs and non-Arabs. Allah makes the Qur’an easy for all ages. However, in memorizing the Qur’an, efforts must also be made, not having a will but also another effort. If memorizing the Qur’an only required a will without any effort, of course, everyone would be able to memorize the Qur'an (Saied & Iryadi, 2017). More over, memorizing Qur’an can increase human cognitive intelligence (Slamet, 2019; Fairuzillah & Listiana, 2020) and emotional intelligence (Maulidia, Nur & Ramadhani, 2021).

There are many methods in memorizing Qur'an, but most of them are only concerned for adults (Mundiri & Zahra, 2017). One of the methods that are concerned for early childhood is Kauny Quantum Memory. The Kauny Quantum Memory method consists of three words, namely "Kauny", "Quantum", and "Memory". The word "Kauny" comes from the Arabic word kana which means to exist. While the word "Quantum" in literature means the number of
things and part of the study of movement. Furthermore, "memory" is an awareness of past experiences that come back to life, a record that contains explanations. Finally, Kauny Quantum Memory method is used to memorize the Al-Quran with the right brain method. This method is done with movement, illustrated pictures, and illustrated stories. This method is usually used to memorize short verses of the Qur'an (Dhulkifli, 2020).

There are many methods of memorizing Al-Qur'an specifically for early childhood, such as the Talaqqi, Tabarak, Kaisa, and Wafa methods. However, there are some weaknesses to these methods. The weakness of Talaqqi method include the inflexibility of its implementation or it must be individual, whereas the characteristics of early childhood tend to want to be together with their friends (Susianti, 2016). This is different from the Kauny Quantum Memory method which can be done classically. The Tabarak method has weaknesses, namely the difficulty of teaching license that make only a few teachers are able to implement it (Herma et al., 2020). The Kaisa method tends to be difficult to do because it requires skill and preparation from a mature teacher. While the Wafa method is a relatively new method compared to others (Hasri, 2019). The weaknesses of this methods are expected to be perfected by the Kauny Quantum Memory method which tends to be easy for teachers to do and effective for the memorization process for early childhood.

Religious education for a child is important because it is a provision for their later life. Al-Quran is a book of Muslims where children should be able to read and study it. Furthermore, memorizing Al-Qur'an will lead children to have a good character (Rifa'i, 2018). The brain has a very important role in memorizing. The brain consists of two parts, the right brain and the left brain. The right brain is usually used for imagination, creativity, color, music, shapes, emotions, and long-term memory. While the left brain is usually for counting, analysis, numbers, logic, writing, and short-term memory. In memorizing the Qur'an, to be able to remember it well and for a long time, then memorize the Qur'an using the right brain (Kerubun, 2017; Rifa'i, 2018).

In memorizing Qur'an, a memorizer needs a method so that his memorization would more fluent, and has quality. Repeating or repetition is one of the methods for memorizer of the Qur'an (Ilyas, 2020). This method has many benefits both in the learning process. Every memorizer of the Qur'an who repeats memorization regularly, the higher the memorization power and the more fluent in reading. This is intended so as not to lose the memorization they have memorized (M. A. Anwar, 2019).

The Kauny Quantum Memory method uses relaxation in memorizing the Quran. Using memory binding techniques when memorizing from verse to verse. In memorizing using the right brain or subconscious abilities and imagination. In memorizing, it can be done anywhere even if it is done in a crowded place. Compared to other memorizing method, it must use full concentration, usually do not pay attention to the meaning of the verse being memorized, only rely on concentration, and it is difficult to memorize in a crowded place (Herwibowo, 2012). This is the reason why Kauny Quantum Memory method is suitable for early childhood.

In relation to Islamic education, the Kauny Quantum Memory method has several urgencies, including being able to memorize verses of the Qur'an, hadith and lessons related to Islamic education. Nowadays, the awareness of Muslims to memorize the Qur'an is quite high. Almost every Islamic education institution has an Qur'an memorizing program. Qur'an memorizers must keep their memorization well because it must be applied for life. Therefore, memorizing the Qur'an requires good information storage in the form of long-term memory. This long-term memory can be accessed anytime and anywhere (Sidauruk, 2019).

Like the other learning process, memorization also has some obstacles. These obstacles include the following; The obstacles that come from within include being lazy and bored either before memorizing or when memorizing itself. In addition, poor memory, in this case, can be caused by various factors such as having too many things to think about or having been born with it. Age is also a limiting factor. This is because many people think that memorizing will be easier if it is done in childhood, but memorization can be done for anyone and in various
age groups. Barriers that come from outside include negative influences from friends, coercion, and pressure when memorizing, no mentors or teachers accompanying when memorizing (Wika, 2019).

In another research, the Kauny Quantum Memory method was widely used for elementary school-aged students who have different psychological characteristics from early childhood children (Sidauruk, 2019; Dhulkifli, 2020). While other studies concentrate more on the use of the Kauny Quantum Memory method in adolescents, one of which is the research conducted by Romdloni and Malikin on high school students. This study shows that the Kauny Quantum Memory method is also able to improve learning outcomes for subjects that require memorization (Romdloni & Malikin, 2018).

One of the early childhood education institutions that implement memorizing the Qur’an is Darunnajah. This is a non-formal community institution in the field of Islamic education located in Ponorogo East Java. As an educational institution, Darunnajah has a featured program for memorizing chapter 30 of the Qur’an. This program is slightly different from the memorization program in other Islamic educational institutions for children. The use of learning methods in memorizing the Qur’an makes this memorization program different. In Darunnajah, students must memorize at least one verse every day. This program is one of the new programs that have been implemented over the past year. The Kauny Quantum Memory method was used by using illustrated images and movements in memorizing.

Based on the observations made by researchers at the Darunnajah, the problems that arise in the memorization program lie in the method used, the low ability to memorize the Qur’an, the lack of concentration of students when memorizing the Qur’an, the lack of parental support regarding Islamic education, inappropriate memorization targets, and different abilities of students. Based on the explanation of the problems above, researchers are interested in researching the methods used in improving the ability to memorize early childhood, especially using Kauny Quantum Memory method.

Methodology

This research used qualitative research with a case study approach. In case study research it is possible for the researcher to understand the behavior patterns of the related units. In addition, researchers get the actual behavior of something we examine (Sugiyono, 2015). So the reason why the writer took the research with a case study approach was that the author wanted to describe in detail and in more depth the application of the Kauny Quantum Memory method in improving the ability to memorize the Al-Quran.

In this study, the researcher was present as a human instrument that interacts directly with the data source. The participants of this study were 7 participants, namely 2 teachers who knew the process of implementation of the Kauny quantum memory method, and 5 students who were early childhood and used the method. Data were obtained by interview, direct observation, and documentation. This study took the location of the Islamic educational institution Darunnajah in Ponorogo East Java. As an educational institution, Darunnajah has a featured program for memorizing chapter 30 of the Qur’an. This program is slightly different from the memory program in other Islamic educational institutions for children.

The collected data was analyzed using the Miles and Huberman model (Sugiyono, 2015). The first step in data analysis was data reduction. Data reduction was choosing the main points, summarizing, focusing on what was important, looking for themes, discarding unimportant information obtained during interviews. The second step was presenting data. Then the next step is to draw conclusions or verification. This conclusion can be temporary and will change if strong evidence is not found at a later stage. But it was possible if the conclusions can answer the problem formulation that has been formulated at the beginning.
Result And Discussion
The Implementation of Kauny Quantum Memory Method

In almost all learning processes in general, memorizing the Qur’an also encountered various obstacles and difficulties (Suryana et al., 2019). Basically, in learning something there are supporting factors and inhibiting factors. Supporting factors in memorizing the Qur’an include careful preparation, motivation from inside and from the environment, age factor, time management, intelligence, and memory potential. While the inhibiting factors are lack of interest and talent, lack of self-motivation, age, health, low intelligence (Aristanto et al., 2019).

Related to memorizing the Qur’an, Darunnajah has a superior program, namely memorizing the Qur’an juz 30 for early childhood. This activity of memorizing the Qur’an was mandatory for all Darunnajah students. Students do the memorization every Monday and Thursday. Each student was given time to memorize first, then the teacher listens to the memorization of students who have memorized it. Then the teacher records the progress on the student’s memorization card.

The results showed that the abilities of Darunnajah students were quite varied. The difference in age and ability of the students to memorize was the reason behind making three classes at Darunnajah. The three classes are Al-Quran class, beginner Al-Quran class, and Iqra class. Al-Quran class is a class that is intended for students who are fluent in reading the Qur’an. The beginner Al-Quran class was for students who have just switched from Iqra to the Qur’anran or for children who have reached Iqra 5-6. Furthermore, the Iqra class is for students who are still in Iqra. Many students in this class are still in early childhood education.

Although it varies, in general, students have a fairly good ability to memorize the Al-Quran. It was evidenced by the achievement of the memorization target for each of these students. Students’ memorization targets vary, according to grade level. For students who were in the Al-Quran class, every time they come to their teachers to be listened, their memorization at least memorizes 5 to 10 verses. Then for students who were still younger, memorizing starts from short letters, and memorizing one verse a day. The memorization method used in memorizing so far is by using the method of reading repeatedly. Repetition or murojai method also effective for memorizing Qur’an for early childhood in other institution (Astuti & Watini, 2021)

One of the biggest factors that affect the memorization of students is motivation (Camma et al., 2020), so the teacher tries to increase student motivation in various ways that are in accordance with the psychological development of early childhood. And it is important to concern in the method and strategies of learning, since the strategies and learning method has an important effect to the students’ learning achievement (Fanani, 2014). One of the method that teachers in Yogyakarta did, they used mystery motivators to increase children’s motivation to memorize (Fitriyani & Ratnani, 2017).

The appropriate learning method is also needed to make the learning process easier for students and students could understand the subject. So that the material received can be accepted by the students (Vajravelu, 2018). Similar to memorization, to make it easier to memorize the Qur’an, a method that can facilitate memorization is also needed (Salamah, 2018). Not only is it easy to memorize, but the memorizer can find out the meaning of the content of the memorized letter itself. And in this study, teachers at Darunnajah used the Kauny Quantum Memory method to improve memorization ability and to keep students motivation in memorizing the Qur’an.

The development of a positive attitude, motivating, increasing self-confidence, developing learning skills, and being able to achieve success in memorizing the Qur’an is the goal of using the Kauny Quantum Memory method (Dhulkifli, 2020). This method is a method that offers an alternative solution in memorizing the Al-Quran. By using a technique that optimizes the right brain to capture meaning visualization, illustrate meaning, create stories and relate verse by verse that has been memorized. The use of the Kauny Quantum Memory
method will basically make memorization more memorable, strengthen memory and build a love for the Qur’an (Herwibowo, 2012).

The result showed that *Kauny Quantum Memory* method is a fun memorization method for early childhood student of Darunnajah. The process of memorization is accompanied by movements that symbolize the meaning of the memorized letters. In implementing the *Kauny Quantum Memory* method, there are several techniques for memorizing, including the following: baby reading, positive thinking, mind mapping, visualization, and plotting.

Based on the data that the researchers found in the research location, the use of this method was intended to make students more enthusiastic in memorizing the Al-Quran and at the same time learning Arabic vocabulary. The learning process using the *Kauny Quantum Memory* method uses visualization techniques and baby reading techniques, where students memorize letters and their meanings taught by the teacher word for word. Memorizing learning with this method begins with the gathering of Darunnajah students. Students make several shaf or rows. Where the rows are different between the male rows and the male rows. After the students gather and sit neatly then learning begins.

The memorization learning process was taught by one of the teachers. The teacher teaches memorizing short letters in an attractive, cheerful style and the language used is easy for students to understand. This is evidenced by the enthusiasm of students when memorizing using the *Kauny Quantum Memory* method and students easily remembering what was being memorized. In the memorization process, the letter to be memorized is first written on the blackboard and accompanied by pictures. The teacher started to guide the memorization slowly and leisurely. Memorizing with the *Kauny Quantum Memory* method starts from short letters. Here is the procedures of the teacher when they use the *Kauny Quantum Memory* method; 1) The teacher writes the memorized letters on the blackboard with interesting visualizations, 2) The teacher and students read the letter that has been written together, 3) The teacher reads verse by verse along with its meaning and movements that symbolize the meaning of the memorized letter or surah. Then all the students followed, and 4) The activity is repeated until the students have memorized the meaning.

The selection of memorized letters starts from behind *juz 30* or from short letters because it makes it easier for students to memorize. The use of this method is carried out together without being divided into several classes. So for early childhood students, it is also easy to memorize. Memorizing that is done using the *Kauny Quantum Memory* method in Darunnajah does not have to be completed in a day, this is due to seeing the length and shortness of the letter and the ability of the students. *Surahs* that have short verses in a day can be memorized immediately. This result also supported by research which says that the one-day one-verse method is suitable for memorizing the Qur’an (K. Anwar & Hafiyana, 2018). And the other hand, letter that has a long verse it can reach 2 days or 3 days. The memorization that has been previously learned continues to be repeated every day so that students still remember the memorization.

**The effect of *Kauny Quantum Memory* method to the Ability of Memorizing Qur’an in Early Childhood**

With the appropriate method, memorizing the Qur’an is not something difficult (Irlina, 2019). Moreover, if the method used is preferred by the memorizers themselves. If a memorizer likes the method used, it will be easier for the memorizer to memorize the Qur’an. In this case, the impact referred to the ability to memorize students at Darunnajah using the *Kauny Quantum Memory* method.

The ability to memorize is a person's ability to pursue, memorize and maintain the purity of the Qur’an under the correct rules (Latipah, 2022). The purpose is to make them remember the memorization and can repeat the memorization well and fluently without looking at the manuscripts. Memorizing is closely related to remembering. So that a person's memorization can be maintained, it is necessary to repeat the memorization, the brain is in full
control of the human in terms of memory. There are three important stages in human memory, including: 1) encoding, at this stage is the stage of entering data into human memory. In this process, the senses plays an important role, namely sight, and hearing. Then the data that enters through the senses of sight and hearing is entered into the human memory warehouse (Waluyo, 2014). In this process, Darunnajah students are made calm, comfortable, happy, and sit neatly, 2) storage, at this stage it can be said that the stage of storing information that has entered the memory warehouse. This storage can be called retention, which is the process of depositing information into a certain space (Waluyo, 2014). In relation to memorization, the Kauny Quantum Memory method uses movements as symbols of the meaning of the memorized letters. The movement also stimulates children to remember in a fun way, 3) retrieval or repetition. This stage is the process of recalling what has been previously stored (Waluyo, 2014). In relation to memorization using the Kauny Quantum Memory method at Darunnajah, students repeats the memorizing or murajaah taught the previous day, and it takes place every day.

*Kauny Quantum Memory* method is a method that focuses more on using the right brain. As Ustadz Bobby Herwibowoo said in his book entitled “Menghafal Al-Quran Semudah Tersenyum”, it has several advantages compared to other methods (Herwibowo, 2012). Some advantages of memorizing using the Kauny Quantum Memory method including; 1) using story techniques in memorizing and accompanied by gambit illustrations is easier to memorize and can memorize more interestingly and memorably, 2) using memory binding techniques when memorizing meanings or meanings. So that the memorizer also knows the meaning of the memorized letter, 3) using the right brain ability in memorizing and using imagination when memorizing make the memory more durable.

Based on the data, the use of the *Kauny Quantum Memory* method for memorizing the Qur'an in Darunnajah had a pretty good impact. These impacts include the following; 1) students can find out the meaning or meaning of the memorized letters which were symbolized by unique movements. In addition, students can also increase their Arabic vocabulary, 2) students in Darunnajah become more motivated in memorizing the Quran, 3) students also feel comfortable in learning to memorize by using the *Kauny Quantum Memory* method.

From the description above, the researcher can analyze that the impact after using the *Kauny Quantum Memory* method is that Darunnajah students know the meaning of the memorized letters. This becomes something that has more value. Students not only memorize letters but also know the meaning of the letter which is symbolized by a unique movement. The movement becomes something interesting and can make their memorizing memory last longer.

The next impact is that students at Darunnjah in learning to memorize the Qur'an become more enthusiastic and happier and more comfortable. If students have liked and have a high sense of enthusiasm, of course, memorizing will be easier. The feeling of enthusiasm, pleasure, and comfort that students already have will positively impact on the students’ memorization.

The use of the *Kauny Quantum Memory* method is not automatically adopted by all students. Some consider the use of this method a little difficult and complicated. One of these students preferred the sorogan method as a memorization method compared to the *Kauny Quantum Memory* method.

**Conclusion**

The implementation of the *Kauny Quantum Memory* method at Darunnajah used visualization and baby reading techniques. In addition, memorizing with this method is also done repeatedly so that students are easier to memorize. Students at Darunnjah memorize starting from short letters. This is because it makes it easier for students to memorize the letter and also the meaning contained in the letter. The learning process is also carried out in a
comfortable, relaxed, and cheerful atmosphere. The ability to memorize students after using the *Kauny Quantum Memory* method to memorize chapter 30, namely students can know or understand the meaning of the letters they have memorized and can also increase Arabic vocabulary. Students become more enthusiastic about memorizing. Then the students became comfortable and happy in learning to memorize Qur’an using the *Kauny Quantum Memory* method.

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