

Mnemonic Learning Strategies in Improving Mastery of Tajwid Materials

by Dian Dian

Submission date: 28-Jan-2023 08:52PM (UTC-0700)

Submission ID: 2001375602

File name: 3735-17558-1-CE.pdf (801.63K)

Word count: 4580

Character count: 25325



7

Volume 7 Issue 1 (2023) Pages 600-608

Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini

ISSN: 2549-8959 (Online) 2356-1327 (Print)

Mnemonic Learning Strategies in Improving Mastery of *Tajwid* Materials

Dian¹, Niswatun Baroroh¹, Nadia Laraswati¹, Hasan Baharun^{2✉}, Ahnas Finafisatil Aisyi³

Manajemen Pendidikan Islam, Universitas Islam Negeri Bandung, Indonesia⁽¹⁾

Manajemen Pendidikan Islam, Universitas Nurul Jadid, Paiton, Probolinggo, Indonesia⁽²⁾

Pendidikan Agama Islam Islam, Universitas Nurul Jadid, Paiton, Probolinggo, Indonesia⁽³⁾

DOI: [10.31004/obsesi.v7i1.3735](https://doi.org/10.31004/obsesi.v7i1.3735)

Abstract

To create good learning achievement, it is necessary to pay attention to several factors, one of which is the method used. Mnemonic learning aims to make it easier for young children to master *tajwid* material. This study aims to determine the level of learning achievement of Early Childhood Education (PAUD) Mikhrajul Ulum Jambearum Sumberjambe Jember students. The research approach used is a qualitative type of case study. Data collection techniques used are observation, interviews and documentation. The data analysis was carried out circularly, starting from data collection, reduction, data display and conclusion. The study results showed that it became easier for students to master *Tajweed* material without feeling pressured and bored because, in practice, the teacher used songs, acronyms, and mind mapping in learning *Tajweed* material. Learning that takes place is very enjoyable. As for its application, the teacher's creativity is needed in developing methods (singing, acronyms, concept maps) that are appropriate to the learning material so that students can more easily master and remember the material and feel happy and not burdened in learning.

Keywords: *learning achievement; mnemonic learning; tajwid*

9

Copyright (c) 2023 Dian, et al.

✉ Corresponding author :

Email Address : ha54nbaharun@gmail.com (Probolinggo Jawa Timur, Indonesia)

Received 8 October 2023, Accepted 23 January 2023, Published 29 January 2023

Introduction

The Qur'an is the word of God which was revealed to the prophet Muhammad SAW gradually through the intermediary of the angel Gabriel, narrated mutawatir, and reading it can be of worship value (Fatmuddin & Majid, 2020), the Qur'an is a guideline for mankind especially Muslims in living life in the world and happiness in the hereafter (Habibulloh, 2019), studying the Qur'an is an obligation for Muslims (Muamanah, 2018), in this case there are several rules that must be considered and understood, it is necessary to carry out an Al-Qur'an learning activity, namely recitation material, so that students are able to read the Al-Quran properly and correctly according to predetermined rules (Fajri, 2020). However, what is expected is not always realized optimally, as the phenomenon illustrated in Mikhrajul Ulum PAUD. Obstacles encountered by researchers were found, including that there were several students who had difficulty learning and understanding the material of recitation. So that it causes the reading ability of PAUD students to be less precise (Prasmanita et al., 2020).

2

The fact is that PAUD Mikrajul Ulum in the 2019-2022 academic year shows that when students are asked questions by their teachers, there are many students who are still confused and still unable to answer the questions that have been given, even though the majority of students are still unable to remember and difficult to understand. memorizing tajwid material. The inability of the students to answer the questions posed by the teacher caused the mastery of the material at PAUD Mikrajul Ulum to get very low results. This is caused by the incompatibility of learning styles with the approach used by the teacher. Most teachers use an approach that tends to be normative and less creative, causing learning tajwid to seem boring and unpleasant (Kasmar & Anwar, 2021). In addition, another study conducted by Dadang also stated that the understanding of recitation material at Pademangan Barat 10 Petang Elementary School was relatively low because teachers still used old methods to provide an understanding of recitation knowledge to their students, such as lecture and memorization methods, causing students to not interested in studying recitation (Ansari, 2019)

One way that researchers to overcome the learning problems of early childhood education (PAUD) Mikrajul Ulum Jambearum Sumberjambe Jember is to teach using a mnemonic learning approach to improve student learning achievement. Mnemonic learning is a method that can solve problems that occur in the field (Ma'arif, 2018; Rozi et al., 2022). The Mnemonic learning method can help students to test their brain's ability to connect words, and ideas by using songs so that they are more creative and innovative (Adeyanto, Izzuddin, & Hikmah, 2020). This makes it easier for students to memorize a material with an expression or formula or even with a song (Tarmilia, Fadjaritha, Istiqomah, Purwandari, & Hutagalung, 2022).

Based on the research that has been done, the Mnemonic method really helps students to improve their mastery of recitation material. This is related to the results of research conducted (Firdaus & Hafidah, 2020) that mnemonics help students to remember or memorize more easily over a long time. Also, research conducted by (Septantiningtyas & Anwar, 2021) regarding mnemonic learning by using the right media and methods, students will be more enthusiastic and able to master and understand the material of recitation with better learning (Maghfirah, Miftahuddin, & Rahmawati, 2020).

Mnemonic according to Wojowasito and Waste S (1980) in Prasetyo (2017) comes from the word mnemonics which means the ability to remember or memorize. The Mnemonic comes from Greek mythology named Goddess Mnemosyne. And also (Baharun, 2018) defines that mnemonics are related to imagination and association. Imagination and association are parts of the right brain where the right brain is the center of creativity. Therefore, mnemonics indirectly connect the left brain and the right brain in a learning activity (Nurfadilah, Uswatun, & Sutisnawati, 2022).

The mnemonic learning method has several techniques for solving memorization problems, one of which is by using the rhyme and song technique. Mnemonic rhymes and songs are rhymes, songs, melodies, repetitions, and rhymes (Abdurrozzaq & Abidin, 2022). Rhymes and songs certainly make it easier for students to memorize something made by these rhymes and songs (Kamtini & Sitompul, 2019). Rima and jingles will be recorded/drawn in someone's memory and are very useful for those who study recitation material with songs, acronyms, and concept maps easily (Ridwan & Awaluddin, 2019).

The Mnemonic learning approach carried out by researchers at the Mikrajul Ulum Jambearum Sumberjambe Jember **early childhood education** institution **PAUD** is a very appropriate method for increasing mastery of the subject of Tajweed (Putri, Kartika, & Febrinita, 2021). This is because the Mnemonic approach emphasizes fun learning and joy full learning, namely methods that promote fun learning, where students will be invited to sing about recitation material using songs that suit their preferences (Wibowo & Pranoto, 2019). Considering that these PAUD students are students whose notes are children who are still very young. The majority of them will not immediately understand religious knowledge, especially those who are still new to the world of religion, the world of the Koran, and the

science of recitation, it is hoped that using this mnemonic method will make it easier for them to quickly learn and memorize and master learning recitation material (Adeyanto et al., 2020)

1 Methodology

This study uses a qualitative case study to obtain information and data related to the Mnemonic Method to improve mastery of recitation material. This study applies a case study in line with the research object, which focuses on the mnemonic method. The location of this research is in the Mikhrajul Ulum PAUD Sumberja Jember. By applying a qualitative descriptive approach to this type of case study, the researcher tries to describe and analyze the Mnemonic Method to increase mastery of tajwid material in Mikhrajul Ulum PAUD. Technically, the flow of this research is as follows:



Figure 1. Research flow

It can be seen from the Figure 1 that this research was carried out directly to obtain the data needed through field observations, in-depth interviews, and documentation to support the completeness of the data. In this case, the researcher directly went into the field and actively interacted with the research items. The head of PAUD and the two teachers of PAUD Mikhrajul Ulum were the primary informants in this study. Meanwhile, data analysis goes through several steps: data processing or data selection, data presentation, validation, or closing.

Results and Discussion

The results of the study show that mnemonic learning to improve mastery of the material for tajwid science in PAUD Mikhrajul Ulum can be seen as follows:

Implementation of Mnemonic learning strategies

The principal of PAUD Mikhrajul Ulum said that "Mnemonic Learning" is a method used in recitation material to make it easier for students to master and memorize the material. The learning schedule is every day except Friday from 05.00-05.45 in the morning and 18.00-18.45 in the evening. This short duration of time forces educators to make the best use of their time.

In practice, the learning process at PAUD Mikhrajul Ulum uses the Mnemonic learning method in the form of songs/rhythms, acronyms, and mind mapping. This has proven that by using the Mnemonic method, 85% of Mikhrajul Ulum PAUD students can master and remember and memorize tajwid material well. The following is an explanation of the learning process at PAUD Mikhrajul Ulum:

First, Mikhrajul Ulum PAUD teacher begins learning that begins with reading a prayer with PAUD students, this stage is carried out to prepare the minds of PAUD students to receive learning, besides that, joint prayer also has the goal of asking for safety, smoothness, and calm while studying. One of the PAUD teachers Mikhrajul Ulum said that when PAUD students are used to reading prayers before learning begins they become calmer and more focused on the material to be studied. Before the prayer begins, the teacher will control the neatness of the PAUD students' sitting by asking them to sit in a U-shape. With this class model, the teacher will be the center of attention because the teacher's position is in the middle of the students (Febriansyah et al., 2019).

Second, after finishing the prayer reading, PAUD students are invited to repeat or review material from the previous meeting by inviting PAUD students to sing the material they have learned. It aims to recall what has been learned and understood before. The duration of material review was carried out for 5 minutes. The following is an example of teaching recitation material using the mnemonic (singing) method: "Before doing today's lesson, yesterday we sang a song about Nun Mati/Tanwin, do you still remember? Let's sing it together so we can memorize and remember it better."

Third, embedding and understanding the concept, this stage is a stage that takes 25 minutes. In this activity, the teacher explains to PAUD students about new material using the Mnemonic method. The following is the method used by Mikhrajul Ulum PAUD teachers in tajwid material:

The singing method, Rima/song is a method used by the Mikhrajul Ulum PAUD Institute. The use of this song is very helpful for PAUD students in memorizing, remembering, and mastering the material of recitation. Because this method has the potential to arouse the learning enthusiasm of PAUD students, so they can achieve very satisfying results (Bakken, 2017; Simamora et al., 2019).

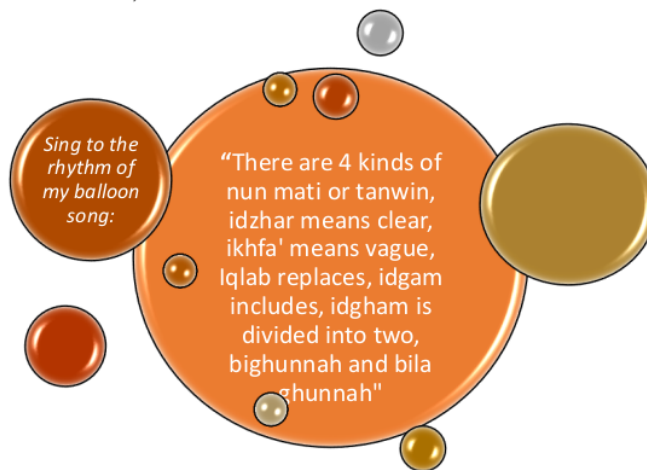


Figure 2 example of Tajweed Material Singing method

In designing the Tajweed Science learning process, PAUD students are invited to write down the meaning of reading law along with the letters that are difficult for them to remember, then the teacher gives songs/instruments that are easy to memorize and remember. Using the rhythm of the song can help make it easier for PAUD students to understand learning material,

this can also help PAUD students to more easily master the material they have learned, through the rhythm of the song, the mind becomes more relaxed in receiving learning material and can create a relaxed classroom atmosphere. comfortable and enjoyable (Dewanti et al., 2014; Brunker, Grice et al., 2019). Here's the song Nun Mati/Tanwin at figure 2.

The acronym method, (abbreviation or combination of letters) is a method used by PAUD Mikhrajul Ulum to make it easier for PAUD students to remember or memorize words and letters. This acronym method (Figure 3) is the same as the singing method (Amiryousefi & Ketabi, 2011; Anjomafrouz & Tajalli, 2012). However, this acronym method only uses word abbreviations or letter abbreviations such as the letters Idghom which are combined into the word yarmaluna (ya', ro', mim, lam, waw, nun).

The concept of tajwid material using a mnemonic learning approach in PAUD Mikhrajul Ulum which is presented by making acronyms or abbreviations can make it easier for PAUD students to master tajwid material.

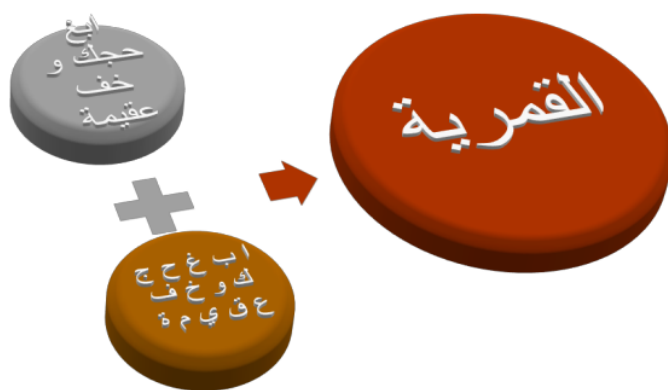


Figure 3. An example of the Acronym method

Mind Mapping (concept map) is a method used in Mikhrajul Ulum PAUD to evaluate the material that has been obtained, with the aim that PAUD students can recall the recitation material they have learned. This mind mapping method is in the form of a schema which is only taken from important points by making a concept map model that suits the wishes of each PAUD student, starting from making charts, trees, and so on (Putri et al., 2021).

Through mind-mapping (Figure 4) learning using a mnemonic learning approach to recitation material, Mikhrajul Ulum PAUD can make it easier for students to master and memorize recitation material.

fourth, Evaluation of learning, after PAUD students memorize and understand the material delivered by the teacher, the next stage is to carry out the evaluation of learning outcomes, by asking about the material that has been conveyed to students, evaluating methods that apply mnemonic learning makes students PAUD is increasingly understanding and mastering the material being taught. This is proven by the learning achievement data that has been obtained by PAUD students after using this mnemonic learning, where all 35 PAUD students have obtained scores above the average, with a minimum score of 75 and a maximum score of 100. The high learning achievement of the participants PAUD students are caused by the ease of the material being taught and the use of appropriate methods.

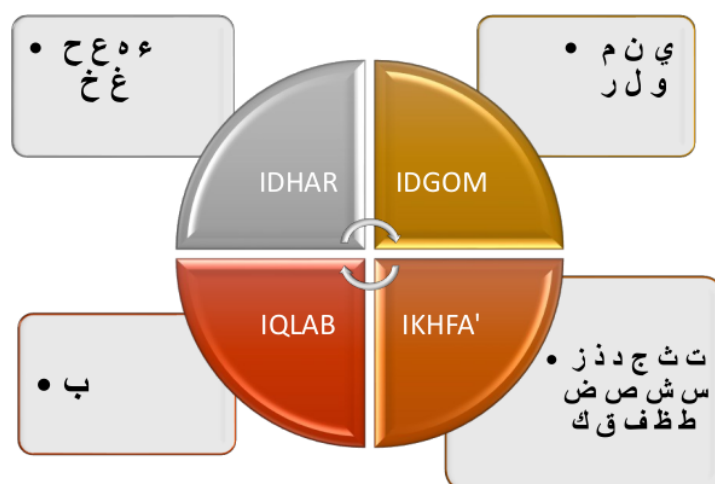


Figure 4. An example mind mapping

¹ Fifth, closing activities, after all, learning is over, the teacher closes and ends the lesson by reading the closing prayer of the assembly. Prayer reading at the end of the lesson is also carried out together so that PAUD students can maintain cohesiveness in learning, besides that, prayer also teaches PAUD students to be grateful to Allah SWT for what they have learned and obtained.

All processes of learning tajwid material using the Mnemonic learning method can be shown in table 1.

Table 1. Time allocation on learning tajwid material

Number	Step	MATERIAL	TECHNIQUE	TIME
1	Step One	Opening prayer	Classical	3 minutes
2	Step Two	Repetition of material	Classical	5 minutes
3	Step Three	Planting and understanding of the concept (Mnemonic)	Classical	25 minutes
4	Step Five	Evaluation of learning	Classical	7 minutes
5	Step Six	Concluding prayer	Classical	5 minutes

Of all the learning methods and stages applied above, Mnemonic learning has a very significant influence on the learning achievement of PAUD students, especially in remembering and memorizing material. As previously stated by several previous researchers, mnemonic learning can really help PAUD students to retain material for a longer duration of time, because it utilizes cognitive, affective, and psychomotor simultaneously. Thus, PAUD students are more helped to achieve very satisfying learning achievements ((Fauziyah & Hidayat, 2018).

³ One of the factors that greatly influence learning achievement is the learning method used when the learning process takes place (Hartati, 2019). Appropriate learning methods can improve the learning achievement of PAUD students. One of the popular learning methods is the Mnemonic method (Purwandari & Rahmawati, 2017). Mnemonic learning has a relationship or relationship with the learning achievement of early childhood students. Because mnemonic learning basically works according to the work of the brain. in learning achievement, one of the aspects that must be fulfilled so that learning achievement can be said to be successful is cognitive (Widiyasari, 2022). Mnemonic learning really helps PAUD

students to make informed long-term so that information can be stored longer and easier to recall, this can make it easier for PAUD students to fulfill one of their learning achievements, especially cognitive abilities. (Gulo, Laia, & Ndraha, 2022).

The success of the mnemonic method in improving achievement in mastering the Mikhrajul Ulum PAUD recitation material has proven the opinion of Feren charista (2019) who explained that the mnemonic method is an effort to make it easier for PAUD students to remember information. The success of this research also proves the purpose of providing Mnemonic learning according to Eka Widiyasari (2022), namely to provide convenience in the process of memorizing material, making it easy to bring back material that has been studied for a long time so that it can be recalled if needed. As well as being able to provide the effectiveness of information in various ways contained in the Mnemonic Learning method.

The difference between this research and some relevant previous studies lies in the learning method. This mnemonic method aims to make it easier for PAUD students to memorize and master the Qur'an properly and quickly from an early age through an organized and structured learning process. Of the various PAUD educational institutions in the Sumberjambe sub-district, Mikhrajul Ulum PAUD is the only PAUD that uses the mnemonic method. This method is based on the method of singing, mind mapping, and acronyms made considering that the previous study of the Qur'an was not optimal due to the lack of enthusiasm of the students. In general, the methods used in this way are only developed in Al-Qur'an Education places that focus on studying the Al-Qur'an. This is the point of uniqueness and novelty of this research.

Conclusion

This research focuses on the application of the Mnemonic Method in PAUD Mikhrajul Ulum, this method was created to make it easier for PAUD students to improve their learning achievement, this method can also help students memorize and master the material well and quickly. This study found that singing, acronym, and mind mapping methods can condition children's tendencies to be active so that the target of tajwid learning can be achieved properly. In addition, the method of singing and making concept maps can attract student attention, especially with songs that are made according to what they want. This research implies that learning the Qur'an for young children requires the creativity and patience of the teacher.

Acknowledgment

The researcher would like to thank the Chancellor of Nurul Jadid University, Paiton, Probolinggo, East Java, and all residents of Mikhrajul Ulum PAUD Jambearum Sumber Jambe Jember who have provided motivation and support for the completion of this research. Hopefully, this research can provide benefits and inspiration for future researchers in developing learning innovations in schools.

References

- Abdurrozzaq, N., & Abidin, J. (2022). Konsep Pembelajaran Ilmu Tajwid Dalam Kitab Hidayatus Shibyan. *Jurnal Penelitian Dan Pemikiran Keislaman*, 9(2), 148–154. <https://journal.uim.ac.id/index.php/alulum/article/view/1112>
- Adeyanto, Z., Izzuddin, A., & Hikmah, N. (2020). Rancang Bangun Robot Vacuum Cleaner Dengan Menerapkan Propositional Logic Untuk Pengaturan Navigasi. *Jurnal Mnemonic*, 3(2), 15–20. <https://doi.org/10.36040/mnemonic.v3i2.2800>
- Amiryousefi, M., & Ketabi, S. (2011). Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall. *Journal of Language Teaching and Research*, 2(1), 178–182. <https://doi.org/10.4304/jltr.2.1.178-182>
- Anjomafrouz, F., & Tajalli, G. (2012). Effects of Using Mnemonic Associations on Vocabulary Recall of Iranian EFL Learners over Time. *International Journal of English Linguistics*, 2(4), 101–114. <https://doi.org/10.5539/ijel.v2n4p101>

- Ansari, M. I. (2019). Penerapan Metode Bernyanyi Pada Pembelajaran Tajwid Di Rumah Qur'an An-nur Banjarmasin. *Jurnal Ilmiah Pendidikan Dasar*, 1(2), 124-139. <https://doi.org/10.37216/badaa.v1i2.251>
- Bakken, J. P. (2017). Mnemonic Strategies: Helping Students with Intellectual and Developmental Disabilities Remember Important Information. *Global Journal of Intellectual & Developmental Disabilities*, 2(2), 1-4. <https://doi.org/10.19080/GJIDD.2017.02.555587>
- Brunker, N., Grice, C., Brunker, N., & Grice, C. (2019). Assessment for Learning while Learning to Assess: Assessment in Initial Teacher Education Through the Eyes of Pre-Service Teachers and Teacher Educators Assessment For Learning While Learning To Assess: Assessment In Initial Teacher Educators. *Australian Journal of Teacher Education*, 44(9), 88-109. <https://doi.org/10.14221/ajte.2019v44n9.6>
- Dewanti, R. A., Prihatin, J., H, S. A., Mipa, J. P., Keguruan, F., & Unej, U. J. (2014). Penerapan Metode Mnemonik dengan Media Kartu Berpasangan untuk Meningkatkan Motivasi dan Hasil Belajar Siswa Pada Pelajaran Biologi Kelas VII SMP Negeri 1 Arjasa Jember (Implementation Methods of Mnemonics with Couple Card Media to Increase Motivation an. *Artiekl Ilmiah Mahasiswa*, 1(1), 1-6. <https://repository.unej.ac.id/handle/123456789/63765>
- Fajri, A. A. A. H. Al. (2020). Pengembangan Aplikasi Mobile Guru Tajwid Berbasis Android. *Jurnal MediaTIK*, 3(3), 37. <https://doi.org/10.26858/jmtik.v3i3.15178>
- Fatihuddin, M., & Majid, A. A. (2020). Edukasi Ilmu Tajwid Dalam Meningkatkan Kemampuan Membaca Al-Quran Santri Pondok Pesantren Hidayatul Mustaqim Bulusari Tarokan Kediri. *Pengabdian Kepada Masyarakat Desa*, 1(3), 160-173. <https://ejournal.iaifa.ac.id/index.php/IPMD/article/view/491>
- Fauziyah, A., & Hidayat, I. N. (2018). Efektivitas Metode Tamyiz terhadap Memori dalam Mempelajari Alquran pada Santri Pondok Pesantren Quran. *Psikologi Islam Dan Budaya*, 1(1), 37-52. <https://doi.org/10.15575/jpib.v1i1.2070>
- Febriansyah, Maya, R., & Maulida, A. (2019). Implementas Pembelajaran Ilmu Tajwid Menggunakan Kitab Matan Al-Muqaddimah Al-Jazariyyah: Studi pada Santri Mukim di Pondok Pesantren Darus Sa'adah Kecamatan Sukaraja Kabupaten Bogor 2019. *Prosiding Al Hidayah Pendidikan Agama Islam*, (1), 202-215. <https://jurnal.staialhidayahbogor.ac.id/index.php/ppai/article/view/574>
- Firdaus, S., & Hafidah, S. (2020). Mnemonik : Solusi Kreatif Untuk Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab Siswi Madrasah Aliyah Nurul Jadid. *Studi Keislaman Dan Ilmu Pendidikan*, 8(1), 81-96. <https://doi.org/10.36088/palapa.v8i1.700>
- Gulo, Y., Laia, R. D., & Ndraha, L. D. M. (2022). Improving Students' Vocabulary Mastery On Narrative Text Throught Mnemonic Method At The Seventh Grade. 4(1). <https://jurnal.uniraya.ac.id/index.php/Relation/article/view/401>
- Habibulloh, M. (2019). Efektivitas Model Pembelajaran Kooperatif Stad Meningkatkan Penguasaan Tajwid. *Pendidikan Agama Islam*, XVI(No.02), 189-202. <https://doi.org/10.14421/jpai.2019.162-04>
- Hartati, D. (2019). Penerapan Metode Mnemonik Terhadap Hasil Belajar Materi Metabolisme Siswa Kelas Xii Mipa Di Sman 1 Tempel. *Universitas Sarjanawiyata Tamansiswa (UST)*, 364-367. <https://jurnal.ustjogja.ac.id/index.php/snpep2019/article/view/5757>
- Kamtini, K., & Sitompul, F. A. (2019). Pengaruh Metode Bernyanyi terhadap Kemampuan Mengingat Huruf dan Angka pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(1), 141. <https://doi.org/10.31004/obsesi.v4i1.295>
- Kasmar, I. F., & Anwar, F. (2021). Metode Guru dalam Mengatasi Kesulitan Belajar Alquran Peserta Didik. 1(4), 617-629. <https://doi.org/10.24036/annuha.v1i4.140>
- Ma'arif, S. (2018). Education as a foundation of humanity: Learning from the pedagogy of pesantren in Indonesia. *Journal of Social Studies Education Research*, 9(2), 104-123. <https://jsser.org/index.php/jsser/article/view/256>

- Maghfirah, U., Miftahuddin, A., & Rahmawati, N. (2020). Pengembangan Buku Penunjang Pembelajaran Tarakib Bahasa Arab Berbasis Metode Mnemonic Untuk Siswa Kelas X Ma/Sma Sederajat. *Lisanul' Arab: Journal of Arabic Learning and Teaching*, 9(1), 38–50. <https://journal.unnes.ac.id/sju/index.php/laa/article/view/39309>
- Muamanah, S. (2018). Peningkatan Kemampuan Santri Membaca Al- Qur ' An Melalui Pendekatan Ilmu Tajwid Buku Standar Tajwid Bacaan Al-Qur ' An Karangan Maftuh Basthul Birri. *Paramurobi*, 1(1), 117–127. <https://doi.org/10.32699/paramurobi.v1i1.182>
- Nurfadilah, I., Uswatun, D. A., & Sutisnawati, A. (2022). Penerapan Metode Mnemonic Dalam Pembelajaranpenerapan Metode Mnemonic Dalam Pembelajaran Tematik Untuk Meningkatkan Motivasi Belajar Siswa. *Jurnal Cakrawala Pendas*, 8(3), 679–687. <https://doi.org/10.31949/jcp.v8i3.2516>
- Prasmanita, D., Khamid, A., Zamroni, A., & Nasitoh, O. E. (2020). Implementasi Pembelajaran Tajwid dan Ketrampilan Membaca Al-Qur'an dalam Materi Al-Qur'an Hadist. *Attractive: Innovative Education Journal Vol. 2, No. 2, July 2020 Implementasi*, 2(2). <https://doi.org/10.51278/aj.v2i2.38>
- Purwandari, D., & Rahmawati, S. (2017). Penerapan Metode Mnemonik Untuk Meningkatkan Prestasi Belajar Siswa Pada Mata Pelajaran Pendidikan Kewarganegaraan Kelas III Sd Negeri Panggang II Tahun 2017/2018. *Repository*. <http://repository.upy.ac.id/1527>
- Putri, R. A. M., Kartika, K. P., & Febrinita, F. (2021). Penerapan Metode Market Basket Analisis Dalam Penentuan Pemasaran Ikan Koi (Studi Kasus: Sumber Koi Blitar). *Jurnal Mnemonic*, 4(2), 57–63. <https://doi.org/10.36040/mnemonic.v4i2.4161>
- Ridwan, & Awaluddin, A. F. (2019). Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan Mufradat Dalam Pembelajaran Bahasa Arab Di Raodhatul Athfal. *Didaktika: Jurnal Kependidikan*, 13(1), 56–67. <https://doi.org/10.30863/didaktika.v13i1.252>
- Rozi, F., Sa'adah, N., & Hayati, N. (2022). Meningkatkan Daya Ingat Tajwid Melalui Mnemonic Learning. *Pendidikan Dasar*, 6(3), 676–690. <https://doi.org/10.36088/fondatia.v6i3.1901>
- Septantiningtyas, N., & Anwar, I. F. (2021). Penerapan Metode Tilawati Dengan Strategi Mnemonic Dalam Meningkatkan Baca Tulis Al- Qur ' an Melalui Media WhatsApp. *Snastep*, 447–457. <http://repository.uinjambi.ac.id/6706>
- Simamora, S., Sidabutar, H., & Sinaga, T. (2019). Efektivitas Metode Mnemonik Terhadap Daya Ingat Pada Materi Protista Di Kelas X Sma Budi Murni 3 Medan Tahun Ajaran 2017/2018. 6(2), 91. <https://doi.org/10.24114/jpp.v6i2.10147>
- Tarmilia, T., Fadjaritha, F., Istiqomah, I. W., Purwandari, E., & Hutagalung, F. D. (2022). Learning and Memory of Early Childhood Tahfiz Quran: A Systematic Review. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 5913–5922. <https://doi.org/10.31004/obsesi.v6i6.1707>
- Wibowo, S. A., & Pranoto, Y. A. (2019). Implementasi Weight Product Pada Sistem Antrian Pasien Untuk Menunjang Keputusan Prioritas Penanganan Pasien Dengan Tingkat Kegawatan. *Jurnal Mnemonic*, 1(2), 42–49. <https://doi.org/10.36040/mnemonic.v1i2.37>
- Widiyarsi, E. K. A. (2022). Pengaruh Model Pembelajaran Core Dengan Teknik Mnemonic Terhadap Kemampuan Berpikir Kreatif Matematis Peserta Didik Ditinjau Dari Metacognitive Awareness. UIN Raden Intan Lampung. <http://repository.radenintan.ac.id/19148>

Mnemonic Learning Strategies in Improving Mastery of Tajwid Materials

ORIGINALITY REPORT

18%

SIMILARITY INDEX

16%

INTERNET SOURCES

18%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

www.obsesi.or.id

Internet Source

9%

2

Submitted to Sriwijaya University

Student Paper

2%

3

Meila Yufriana Devi, Rusdinal Rusdinal.
"Validation of Digital Learning Media to
Improve the Basic Literacy Skills of Low-Grade
Elementary School Students", Jurnal Obsesi :
Jurnal Pendidikan Anak Usia Dini, 2023

Publication

1%

4

doaj.org

Internet Source

1%

5

obsesi.or.id

Internet Source

1%

6

www.researchgate.net

Internet Source

1%

7

Masturin Masturin. "Modeling the Way
Learning Model in Applying Character
Education Values to Early Childhood", Jurnal

1%

Obsesi : Jurnal Pendidikan Anak Usia Dini, 2023

Publication

8

Subhan Hi Ali Dodego, Arisatul Muwafiqoh, Buya Hamka, Maulana Aminudin. "The Influence of Radical Islam on the Quality of Islamic Education in Schools", Sustainable Jurnal Kajian Mutu Pendidikan, 2022

Publication

1 %

9

Dian Dian, Rahmat Hidayat Faturrahman, Rima Mulyawati. "School-Based Quality Improvement Management System", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2022

Publication

1 %

10

ejournal.unuja.ac.id

Internet Source

1 %

Exclude quotes On

Exclude bibliography On

Exclude matches < 1 %