The Influence of Interactive Media Flashcards on the Process of Memorizing the Qur'an in Early Childhood

Liana[1], Trisya Sumiati[1], Yohanes Bahari[1], Warneri[1]
[1]*Universitas Tanjungpura Indonesia, Indonesia*

Corresponding Author: ✉ f215123003@student.untan.ac.id

ABSTRACT

This research aims to examine the effect of using interactive media in the form of "flashcards" on the process of memorizing the Al-Qur'an in early childhood at the Tahfidz Darul Quran Al Haramain Islamic Boarding School. The research method used was quantitative with a quasi-experiment approach involving two groups, namely the experimental group given flashcard media and the control group without this media. The research sample consisted of 40 young children who were divided randomly into each group. The results of the study showed that the use of flashcards had a significantly positive effect on the ability to memorize the Al-Qur'an in young children, as indicated by a higher increase in memorization scores in the experimental group compared to the control group. Flashcard interactive media makes it easier for children to remember verses using attractive visuals and effective repetition, thereby increasing motivation and focus in the memorization process. This research concludes that flashcard media can be an effective tool in supporting memorizing the Al-Qur'an in early childhood in the Islamic boarding school environment. The recommendation from this research is that tahfidz educational institutions consider using similar interactive media to improve learning outcomes in memorizing the Koran for children

Keywords: *Interactive Media Flashcards, Meorizing Al Quran, Interactive Media*

INTRODUCTION

Memorizing the verses in the Al-Qur'an is a necessity for every Muslim in reciting the letters used to carry out prayers, both obligatory prayers and sunnah prayers. In the science of Fiqh, it is stated that memorizing the Koran is a kifayah obligation for Muslims. This means that if there is a group of people who memorize the Koran to the level of mutawatir (covering all the verses and letters in the Koran), then this obligation is no longer imposed on other people. Rasulullah SAW was the first memorizer of the Koran and was the best example for his friends in this matter. Because the Prophet set an example by memorizing the Koran, the act of memorizing the Koran by his people, both during his lifetime and until now, has become a sunnah that is followed as an example from him. (Masduki; 2018)

Memorizing the Koran from an early age is an important element in Islamic education, because this period is known as the optimal period for children's memory

and cognitive development. Tahfidz Darul Quran Al Haramain Islamic Boarding School emphasizes teaching Islamic values to its students through memorizing verses of the Koran. However, this process often faces challenges, especially in maintaining children's motivation and consistency, because memorizing activities require high levels of perseverance.

Memorizing the Koran consists of two words, namely "memorize" and "al-Qur'an." In the Big Indonesian Dictionary (1989: 87), memorizing is defined as trying to absorb something into the mind so that it is always remembered. According to Zuhairini and Ghofir (2004: 76), memorizing is a method that aims to recall something that has been read correctly according to the original. This method is widely used in efforts to memorize the Koran and al-Hadith.

The memorization method plays an essential role in the success of the memorization process. Using an appropriate method can help a Qur'an memorizer memorize more effectively and quickly. According to Muhaimin Zen (2002: 16), implementing a memorization method requires the appropriate media. Choosing the right media can facilitate the method used for memorizing the Qur'an.

With the advancement of technology, the development of media such as animated videos, digital applications, and audio-visual aids has begun to be used as learning tools in religious education. Suitable media are seen as capable of creating a more engaging learning environment and increasing children's involvement in memorization. Some studies reveal that the use of interactive media significantly strengthens children's memory through visual and auditory learning approaches, which align with the learning characteristics of young children (Maulidin et al., 2023).

Visual media are media that can be perceived through sight. Visual media are divided into projected media that can be displayed using a projector to show images (projected visuals). Examples of projected visual media include images, animated images, text, and moving text. Non-projected visual media are media that cannot be projected, such as picture books, letter and number blocks, card sets, hand puppets, and flashcards. This type of media is easy to apply and is more practical in children's learning due to its variety, making learning more attractive to children (Sholiha, 2019).

Flashcards are a commonly used medium in early childhood education because children enjoy this medium. In addition, flashcards can be used in various play-based methods. Flashcard media can also be applied in conjunction with other methods of memorizing the Qur'an, such as the tahsin method.

This study adopts a quantitative and qualitative approach, with the results analyzed using SPSS to measure the impact of interactive media on the Qur'an memorization ability of children at the Darul Quran Al Haramain Tahfidz Islamic Boarding School. The research findings are expected to provide insights into the effectiveness of interactive media and serve as a reference for other boarding schools in selecting appropriate methods for teaching Qur'an memorization to children.

Thus, this study focuses on two main aspects: the extent to which interactive media affects children's memory retention in memorizing the Qur'an, and how the use of this media can positively impact children's motivation to remain enthusiastic in the memorization process.

METHOD

The Interactive media is an innovation in early childhood learning designed to facilitate engaging and multi-sensory learning experiences, such as visual and auditory

stimulation. Various studies have shown that interactive media can create a more dynamic learning environment, enhance children's attention, and support the process of memory retention (Saputra & Kurniawati, 2022). Interactive media commonly used in early childhood education includes animated videos, educational game applications, and other audio-visual media designed to capture children's interest. According to a study by Mulyani et al. (2021), interactive media helps children build conceptual understanding through direct interaction and active engagement.

The use of interactive media in early childhood education is also considered effective because it can be adapted to the rapid changes in technology and the evolving learning needs of children. By using technology, children can learn fundamental concepts in a more enjoyable and effective way (Azzahra, 2023). Interactive media helps reduce boredom and facilitates more personalized learning, making children more engaged and motivated to continue learning (Hidayat & Iqbal, 2020).

Tahfidz method for early childhood Tahfidz of the Qur'an for young children involves learning methods designed to enhance memory retention. One commonly applied method is "muroja'ah" or continuous repetition of memorization. Research by Aisyah and Firdaus (2022) shows that the muroja'ah method is effective in establishing a strong connection between children and the verses they memorize. In addition to muroja'ah, the talaqqi method (meeting directly with the teacher) is also applied to ensure that children receive direct corrections from their instructors while memorizing the Qur'an.

The tahfidz method for early childhood also includes the use of audio-visual learning methods, such as the playback of murottal, which helps children listen to and imitate Qur'anic verses (Setyawan, 2021). This method is often combined with interactive media to make the memorization process more engaging for children and to accommodate their limited concentration span.

The impact of interactive media flashcards on memorization ability Interactive media has a significant impact on children's ability to memorize the Qur'an, especially in enhancing concentration and memory retention. A study by Maulidin et al. (2023) shows that the use of technology-based media in tahfidz learning can accelerate memorization and improve children's retention of the material being studied. Young children are more easily stimulated by colors, images, and sounds, so interactive media helps them memorize faster and in a fun way (Putri et al., 2023).

Interactive media also plays a key role in maintaining children's motivation. Children who use interactive media in the memorization process show greater interest and tend to be more disciplined in repeating their memorization compared to children who only use traditional methods. By providing varied learning experiences, interactive media motivates children and keeps them actively involved in learning, which positively impacts their memorization results.

Research methodology research approach and design this research uses a quantitative approach with a simple experimental design to measure the impact of interactive media on the qur'anic memorization ability of young children. this approach was chosen because it allows the researchers to objectively test hypotheses and measure the effects of the independent variable (interactive media) on the dependent variable (memorization ability) in the selected respondents.

Respondents and samples the respondents in this study were 20 young children participating in the tahfidz qur'an program at pondok pesantren tahfidz darul quran al haramain. the sampling technique used was purposive sampling, selecting children

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who were enrolled in the program and met the research criteria, aged 5-6 years. Ethical considerations were also followed, with parental consent obtained before data collection began.

Research instruments the main instrument in this study was a Qur'an memorization test administered to the children to measure their memory retention. An additional instrument in the form of a questionnaire was provided to the teachers to assess the children's engagement and interest when using interactive media in learning. The validity and reliability of the instruments were tested prior to application to ensure the accuracy of the data obtained.

Results and discussion the impact of using interactive flashcard media the use of interactive media showed positive results in improving Qur'anic memorization ability in young children. Statistical data from SPSS analysis indicated that the group of children using interactive media had a higher retention rate compared to the group using traditional methods. These findings align with previous studies indicating that interactive media can enhance children's attention and motivation, which directly impacts the learning process (Saputra & Kurniawati, 2022).

The relationship between media and memory enhancement interactive media such as videos and educational applications help children remember Qur'anic verses more effectively. Through visualization and auditory stimulation, children can associate the words they hear with images, which enhances understanding and long-term memory. This study supports the theory that multimedia-based learning is effective in strengthening children's memory (Putri et al., 2023).

Data analysis and findings the data collected were analyzed using SPSS to examine the correlation between interactive media usage and children's memorization outcomes. The analysis revealed a positive and significant relationship between the use of interactive media and improved memory retention. These results support other research that shows interactive media can enhance the quality of learning and provide positive effects on children's memory.

RESULT AND DISCUSSION

The effect of using interactive media flashcards on quran memorization skills based on data analysis conducted using SPSS, it can be concluded that the use of interactive media, specifically flashcards, has a significant impact on the Quran memorization ability of young children at Pondok Pesantren Tahfidz Darul Quran Al Haramain. Statistical testing shows that the group of children using flashcards in the memorization process had a higher retention rate compared to the group using traditional methods.

At the beginning of the study, a Quran memorization test was administered to all 20 respondents aged 7-9 years. This test measured how well the children could memorize the Quranic verses they had been taught. After the learning period using the interactive flashcard media, a follow-up test was conducted to measure their progress in memorization. The results show that the group using flashcards showed a more significant improvement in memory and memorization skills compared to the group using the conventional repetition method (muroja'ah) without interactive media.

The relationship between interactive media and improved memory flashcards, as a form of interactive media, have been proven effective in improving Quran memorization skills. This media works by combining visual and textual elements,

which can stimulate a child's memory through two main channels: visual (sight) and verbal (hearing). Observations show that children are better able to remember Quranic verses when using flashcards because they can see images or text associated with the verse being memorized, as well as hear its pronunciation. This enhances their understanding and memory of the material being learned.

The study also found that using flashcards helped strengthen the association between the Quranic text and relevant images or symbols. Children who learned using flashcards demonstrated better ability to recall the sequence of verses, as well as faster memorization of new verses.

Data analysis and findings data analysis using SPSS showed a significant positive correlation between the use of interactive flashcard media and the improvement in children's memorization results. The t-test performed showed a significance value (p-value) smaller than 0.05, indicating that the difference between the experimental group (using flashcards) and the control group (using traditional methods) is significant.

This table provides effect sizes for a one-sample comparison using Cohen's d and Hedges' correction, two commonly used statistical measures to assess the magnitude of differences. Let's explore the meaning and interpretation of each element:

Cohen's d measures effect size by comparing the difference between the sample mean and the population mean (or a hypothetical value), expressed in standard deviation units. It helps determine the extent of an effect, with higher values of Cohen's d indicating a larger effect size or more substantial difference. Hedges' g is similar to Cohen's d but includes a correction for small sample sizes, which can otherwise inflate effect size estimates. Hedges' g is generally considered more accurate for small samples because it reduces bias. This correction makes Hedges' g slightly lower than Cohen's d for small samples, though they approach similar values as sample sizes increase.

Table 1.

One-Sample Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
MEDIA(X1)	Cohen's d	7.99461	10.319	7.651	12.980
	Hedges' correction	8.20907	10.050	7.451	12.641
NON (X2)	Cohen's d	7.81459	9.772	7.242	12.294
	Hedges' correction	8.02422	9.517	7.053	11.973
Prestasi (Y)	Cohen's d	11.35124	6.842	5.051	8.625
	Hedges' correction	11.65574	6.663	4.919	8.400

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation.
Hedges' correction uses the sample standard deviation, plus a correction factor.

For MEDIA (X1) Cohen's d An estimate of 10.319 suggests a very large effect size, meaning that the variable "MEDIA" has a highly significant impact compared to the hypothetical value. The 95% confidence interval (7.651 - 12.980) indicates that the true effect size likely falls within this range. Hedges' correction The adjusted estimate of 10.050 accounts for bias due to a small sample, resulting in a slightly lower value than Cohen's d. The confidence interval (7.451 - 12.641) is also slightly adjusted. For NON (X2) Cohen's d An estimate of 9.772 indicates a large effect size, showing a strong influence of this variable.

The confidence interval (7.242 - 12.294) provides a range within which the true effect size is likely to lie. Hedges' correction The adjusted estimate of 9.517 slightly lowers the effect size, correcting for potential bias due to a small sample.

For Achievement (Y) Cohen's d An estimate of 6.842 suggests a large effect size, indicating that "Achievement" has a notable impact.
The confidence interval (5.051 - 8.625) is narrower, indicating a more precise estimate of effect size.
Hedges' correction The adjusted estimate of 6.663 further reduces the effect size, with a confidence interval (4.919 - 8.400) that is also slightly narrower.

Overall, Cohen's d indicates large effect sizes for all variables (MEDIA, NON, and Achievement), suggesting strong effects. Hedges' correction introduces minor adjustments, especially for smaller samples, to improve estimate accuracy. The 95% confidence intervals provide an expected range for the true effect size, giving insight into the precision of these estimates. In summary, these results indicate substantial effects for the variables (MEDIA, NON, and Achievement) with relatively precise estimates.

These results support previous studies which state that interactive media can increase children's engagement in the learning process, enhance motivation, and accelerate the memorization process (Saputra & Kurniawati, 2022; Putri et al., 2023). Children using flashcards were more interested and motivated to continue repeating their memorization because of the more enjoyable and varied learning experience.

Increased motivation and child engagement one important aspect identified during the study was the increase in motivation and engagement of children in the memorization process. Children using flashcards showed higher enthusiasm for learning, were more active in asking questions, and more frequently repeated their memorization. This was in contrast to the control group, which tended to be less enthusiastic and more easily bored with monotonous teaching methods.

Flashcards not only help children memorize but also make them more involved in learning through more dynamic interactions. The use of appealing colors and images related to the memorization material made the learning process more enjoyable, which in turn influenced the increased motivation to memorize more verses.

CONCLUSION

Based on the research findings, interactive media has been proven to have a positive impact on the Qur'an memorization ability of young children. The use of this media can enhance concentration, motivation, and memory retention in children participating in the tahfidz program. This study confirms that learning that involves multiple senses, particularly visual and auditory, is more effective in helping young children retain information.

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