

Memorizing the Qur'an: the Fast and Precise Way with the Talaqqi Method

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ABSTRACT

This study aims to determine the effectiveness of using the talaqqi method to improve the memorization of the Qur'an in early childhood at Permata Kasih PAUD Kotabaru Cikampek. Because this research is motivated by the lack of children's ability to memorize the Al-Qur'an and because the method used is less attractive to children so that the learning process in memorizing the Al-Qur'an is less effective, then it is also because children carry out memorization in just a week only two or three times, so many children still forget their memorization. Furthermore, the method used is the talaqqi method. This study used a quantitative approach with an experimental method, a pre-experimental research design with the type of one group pretest-posttest design. In this study the population was all children at Permata Kasih PAUD consisting of 2 locales with a total of 25 children, of which the sample was group B consisting of 12 children. Thus, seen from the research results of students, it is very effective to use the talaqqi method in increasing Al-Qur'an memorization in early childhood

INTRODUCTION

Al-Qur'an is something that is compiled between the sheets of mushaf that starts from surah Al-Fatihah and closes with sura An-Nas, which we receive mutawatir, both in writing and orally, from generation to generation, and it is preserved from change and change. any replacement. Allah Swt revealed the Qur'an to the Prophet Muhammad Saw as the most perfect book compared to other books revealed to the previous Prophets and Messengers (Imam Tabroni, Putra, et al., 2022). With the revelation of the Qur'an, then perfect the grace of Allah to the Prophet Muhammad Saw and his people, so that it will radiate glory to all corners of the world (TABRONI et al., 2022). The Qur'an is also the holy book which is the first and main source of teachings that must be believed in and applied in life in order to obtain the goodness of the world and the hereafter. Al-Qur'an is a book that serves as a source of wisdom, light for the eyes and reason for anyone who wants to think about and meditate on it (Tabroni, 2019).

Before memorizing the Qur'an, we as a people must first be able to read the Qur'an properly and correctly according to predetermined rules (Sopha & Tabroni, 2022). Every letter, every word written in the Qur'an gives a meaning of its own. Therefore, in reading the Qur'an it must be correct, nothing should be missing even one letter. Moreover, in memorizing the Al-Qur'an it is highly ordered to be careful or not to be careless, because someone who has memorized Allah's verses, then he has instilled the Al-Qur'an in his mind and memory (Khozin & Abror, 2020). So it is highly recommended, before someone starts memorizing the Al-Qur'an to expedite and straighten his reading, then someone who memorizes the Al-Qur'an should be trained orally by reading the Al-Qur'an frequently. In line with this, the spirit of studying and reading the Qur'an has become a tradition for Muslims in the past until now. Starting from as early as possible to produce Qur'anic generations, namely generations who love and understand the Al-Quran (Kustiani et al., 2021).

Al-Qur'an in children in the form of studying and memorizing, especially in early childhood (Tabroni & Purnamasari, 2022). Applying the method of memorizing the Qur'an to early childhood is not the same as the method used by children and adults (Purnamasari et al., 2022). The method that must be applied to early childhood has a special way that is not the same as the method for adults. Because so far in the world of teaching and learning process, method is far more important than material (Nurtsany et al., 2020). Thus the urgency of the method in the process of education and teaching. A teaching and learning process can be said to be unsuccessful if the process does not use methods (Ryckman, 2012).

Early childhood education is part of Indonesia's national education goals contained in Law no. 20 of 2003 concerning the National Education System which aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.). One way that can be done in improving Islamic education for early childhood is by introducing children to the Qur'an. The Qur'an is the holy book for Muslims that was revealed by Allah Swt to the Prophet Muhammad (Rijalullah et al.,

2022). The Qur'an contains all material about life, both the Aqidah of faith, Worship, and muamalah and so on (Tabroni et al., 2022). The Qur'an teaches man everything about things he does not know, everything that must be done and abandoned and everything that Allah commands (Tabroni & Dodi, 2022).

Observations that the author saw when memorizing the Qur'an the teacher and the children did it by reading together. In this process, there are still students who are engrossed in their own activities without paying attention to the teacher. The method used by the teacher is also less attractive to children, because they do not repeat the children's memorization of the Qur'an every day. Repetition is done once in two days or once in three days. Memorizing is done only focused on one verse in one letter if the verse is long, but if the verse is short the memorization is only given as many as two verses. After the memorization is completely memorized by the child, it will be continued with the next verse, but the letter that has been memorized before is no longer repeated every day, so that when the test is carried out on children there are still children who forge with memorizing the previous letter, there are still many children who have not been able to memorize the Qur'an. When asked the children, they also did not repeat the memorization they had learned, including that at home. Thus in learning something, of course, there must be repetition, as well as an emphasis on the material we are studying. In memorizing the Qur'an, repetition of memorization is also needed, because without repetition it is also impossible for a memorization to last a long time in our minds, especially young children. Therefore, the talaqqi method can be applied in improving children's ability to memorize the Qur'an.

Based on the description of the background above and in accordance with the conditions found in the field, the researcher is interested in conducting research by giving the title "Effectiveness of Using the Talaqqi Method to Improve Memorizing of the Al-Quran in Early Childhood at PAUD Permata Kasih Kotabaru Cikampek".

LITERATURE REVIEW

Children at an early age have a strong memory and recording power of information obtained by children through their five senses (Tabroni et al., 2021). The ideal age for memorizing is between 6-21 years (Ryckman, 2012). This also indicates that the activity of memorizing the Qur'an can actually start earlier, because the information that the child has received will be stored in the child's memory and will become a provision for the child to learn at a later age (Imam Tabroni, Husniyah, et al., 2022). In general, the process of memorizing the Qur'an begins with reading the Qur'an followed by repetition (Rahmi & Tabroni, 2022). The verses of the Qur'an that are repeated to be memorized can train the five senses, especially hearing and sight which are directly related to memory function in the brain (Nurhadi et al., 2020).

Children do not yet have a strategy in the memorization process, therefore the task of parents and teachers is to assist them in developing strategies in memorizing the Qur'an (Imam Tabroni et al., 2023). Strategy consists of mental activities that are carried out intentionally to enhance information processing (Amirudin & Tabroni, 2022). The ability of young children to memorize cannot

be underestimated (Kherul Mu'min & Imam Tabroni, 2023). Based on the existing reality, early childhood has a considerable ability to record and memorize beyond the abilities of adults (Tusysyahidah et al., 2023). The ability to memorize is different from one child to another (Puspita et al., 2023). However, the most important thing for us is to start, routinely, be patient, and achieve rewards (Maulida et al., 2022).

The effectiveness of memorizing the Qur'an for early childhood can be influenced by several factors, including training factors, motivation, personal, family circumstances, teachers and how to apply, the environment and opportunities available and social motivation factors (Skinner, 2019). Factors that can affect memorization of the Qur'an in early childhood, include:

1. Teacher guidance. Teachers are obliged to guide students in school. Ongoing guidance, full of love and compassion and full of patience, will play a role in improving children's ability to memorize the Qur'an.
2. Memorization method. Fun ways in memorizing activities will attract the attention and interest of children to continue participating in activities with pleasure.
3. Attendance at school. The presence of students at school will greatly affect their memorization of the Qur'an. Students who are diligent at school will certainly be different from students who often skip classes. At school there are apperception activities before entering the core lesson and the material given the previous day will be repeated today to train and strengthen the child's memorization so that the teacher can determine whether the child's memorization of the Qur'an can be added or not.
4. Parent assistance. Parental assistance to children in memorizing the Qur'an at home will greatly determine the child's ability to memorize. The more the memorization is repeated, the more it will stick to the memorization. However, parents need to be equipped with knowledge about child development so that assistance can be provided
5. Carried out at home in accordance with the portion of early childhood memorization and children are still given sufficient time for play activities.
6. Motivation. Children need to be motivated in memorizing the Qur'an. Because every day he will be conditioned by memorizing activities, it is not impossible if the child feels bored with these activities, therefore teachers and parents must be able to provide motivation and encouragement that can arouse their enthusiasm to continue memorizing the Qur'an.
7. Environment. The environment is one of the factors that can influence children's interest in tahfidz Qur'an. All parties involved in implementing the tahfidz Qur'an program must be able to create a conducive environment with an atmosphere that can arouse children's desire to continue memorizing the Qur'an in any situation.

8. Friends of the same age. Children are also influenced by their social relationships. If he is around his peers who also like to memorize the Qur'an, then he will also like to memorize the Qur'an.

The method comes from the Latin "meta" which means through, and "hedos" means way, or way. In Arabic the method is called "tariqah" which means way, way, system or order in doing something. Meanwhile, according to the term is a system or method that regulates an ideal. Meanwhile, according to Majid (in Widiasari, 2018: 36) the method is an overall plan for presenting teaching material systematically and based on a determined approach.

Talaqqi according to language means to meet face to face. This term is contained in the methodology of teaching the Qur'an. As for what is meant by the term talaqqi is a method of teaching the Qur'an directly, meaning that the teaching of the Qur'an is received from generation to generation, from a teacher who teaches directly by word of mouth to his students (Fikriani et al., 2022).

The talaqqi method is that the teacher reads, while the students listen and then imitate (Musradinur et al., 2022). The advantage of the talaqqi method is that a student hears directly the sound of the correct reading from the teacher, and the possibility of reading errors is very minimal (Ridho, 2021). Talaqqi in terms of language is taken from words, namely learning face to face with the teacher. It is also often called musyafahah, which means word of mouth (students learn the Qur'an by paying attention to the teacher's lip movements to get the correct makhraj pronunciation).

The talaqqi method is the teacher's way of conveying the reading of the Qur'an in a musyafahah manner (the child sees the teacher's lip movements precisely), namely facing directly with the student in a sitting position calmly and comfortably, then the teacher guides the child to repeat the verse read and listen to the child until the child really memorizes (Muktafi & Umam, 2022). The talaqqi method is a way of learning and teaching the Qur'an from Rasulullah Saw to his companions, and then passed on by them to the next generation until now (Mashud, 2020). Talaqqi in terms of language is taken from words, namely learning face to face with the teacher (Zheihan Aisyah Achmad et al., 2022). It is also often called musyafahah, which means word of mouth (students learn the Qur'an by paying attention to the teacher's lip movements to get the makhraj pronunciation) (Prabaningtyas & Tabroni, 2022).

So, the talaqqi method that will be used in this study is an action carried out by the teacher in an organized and orderly manner in conveying the reading of the Qur'an in a musyafahah manner (children see the teacher's lip movements correctly) with the aim of changing in a better direction based on theory to the process of repeating the recitation of the Qur'an until the child has completely memorized the memorization (Salman & Safrizal, 2021).

The strategy used in memorizing the Qur'an with the talaqqi method is carried out through the 5 M approach, namely explaining (explaining), exemplifying, imitating, listening, and evaluating (Anam, 2022). The 5M approach includes:

1. Explain
2. The point is that before learning to memorize the Qur'an is carried out, educators first explain to children about the learning that will be carried out, which is related to memorizing the Qur'an, including the objectives of the learning.
3. Give an example
4. The task of an educator here will be to first give an example of the verses of the Qur'an that will be memorized, then the child is invited to imitate the reading repeatedly until the makhorijul letters and tajwid are really fluent.
5. Mimicking
6. Children can imitate the exact reading exemplified by the educator, in terms of style, the makhraj of the letters, the nature of the letters, the length and shortness of the readings with the correct tajwid rules. If it is wrong, the educator is obliged to justify the reading so that the child is correct in memorizing the Qur'an.
7. Listen
8. The children have not yet had their turn to listen to their friend's reading, so that later when it is their turn the child will begin to understand what he is going to do, so that the child does not feel bored and does not disturb other friends.
9. Evaluate
10. Evaluation is carried out so that the teacher can monitor the development of children's memorization. In which this evaluation can be carried out directly when the talaqqi is taking place, so that educators can find out whether the child's memorization can be continued or still needs to be repeated.

METHODS

The experimental model used is Pre-Experimental with the One Group Pretest-Posttest design. Because this design only uses one group, in this design the researcher will conduct a pre-test before the experiment is carried out. The pre-test given is a standard test to measure the success of achieving instructional goals. After the treatment is given (taught by method A in a certain period) a post-test is held.

This post-test can be exactly the same as the pre-test or pretest equivalent. In this study, the researcher initially conducted measurement of the dependent variable before being given treatment, then measurements are taken again of the dependent variable with the same measuring instrument. The data is used as a comparison after being given the talaqqi method by comparing the average value of the ability to memorize the Qur'an before and after being given the talaqqi method. To see that the talaqqi method can improve children's memorization of the Qur'an, a different test (t-test) analysis will be carried out in order to see the significance of the child's memorization of the Qur'an.

The population in this study were all children from PAUD Permata Kasih Kota Baru Cikampek. Child data can be seen in the table below:

Table 1. Number of Permata Kasih Early Childhood Students as Research Population

No.	Local	Amount
1.	A	13
2.	B	12
	Amount	25

The sample technique that the authors use is purposive sampling. Purposive sampling is a sampling technique with certain considerations. The number of samples in this study were 12 children. The samples used are as follows:

Table 2. The Number of Local Students B PAUD Permata Kasih as Research Samples

No.	Name	Gender
1.	Alfath Fathir Ghithrif	Man
2.	Asipa Natasya	Woman
3.	Dinda Putri Ramadhani	Woman
4.	Febriani	Woman
5.	Heydar Azziz Putra	Man
6.	Muhammad Alfian Syawal	Man
7.	Muhammad Rayyan Firdaus	Man
8.	Muhammad Rizky Maulana	Man
9.	Nagia Nur Rahman	Woman
10.	Naura Nurfadilah Putri	Woman
11.	Rania Wulan Putri	Woman
12.	Shakira Anisa	Woman

The data collection technique used is a test. The tests that the researchers carried out related to increasing children's memorization of the Qur'an at Permata Kasih PAUD were formative tests that were intended to find out how far students had been formed after participating in certain programs.

In this study the authors will use observational data collection techniques and use a checklist instrument form with the Qur'an memorization category.

TM: Can't

KM: Inadequate

M: Able

SM: Very Capable

Table 3. Al Qur'an Memorization Assessment

No.	Indicator	Information			
		TM	km	M	BC
		1	2	3	4
1.	Children are able to correctly memorize the composition of the memorized verses.				
2.	Children are able to recite memorized verses smoothly.				
3.	Children are able to recite perfectly memorized verses.				
4.	Children are able to recite memorized verses according to the place where the letters come out (makhorijul letters).				
5.	Children are able to recite memorized verses in accordance with the rules for the length and shortness of reading the verses of the Qur'an (mad).				
6.	Children are able to recite memorized verses in accordance with the ruling on stopping or continuing a reading (waqaf).				
7.	Children are able to recite memorized verses regularly and not in a hurry.				

The classification of children's Al-Qur'an memorization scores is as follows :

Table 4. Classification of Children's Al-Qur'an Memorization Improvement Scores in Permata Kasih Early Childhood Education

No.	Score Intervals	Category
1.	22-26	Very Capable
2.	17-21	Capable
3.	12-16	Less fortunate
4.	7-11	Unable

Form of data processing used is to use statistical processing methods. The data analysis technique used in this study is descriptive statistics. Data analysis technique was carried out by comparing the average results of the *pretest* and *posttest* of the experimental group by testing the t-test statistics as follows:

- Looking for D (Difference) pretest and posttest
- Finding Means and Differences
- Calculating the average difference with the t-test with the following formula:

$$T_0 = \frac{MD}{SEMD}$$

Information :

MD = Mean Of Difference

SDD = Mean Standard Deviation of the Difference

SEMD = Second Standard Error Of Difference

Before that, it is necessary to know beforehand the comparison of the results of the *pre-test* and *posttest* to the group as a whole, then after knowing the results of the pre-test and post-test for the experimental group, then to see whether or not the child's memorization of the Qur'an is significant through the talaqqi

method with statistical analysis different test (t-test) with the sample model "two small samples have a relationship with each other". The steps in analyzing the data are as follows:

1. Finding the Mean of Difference

$$M_D = \frac{\sum D}{N}$$

2. Find the standard deviation of the difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

3. Find the standard error of the mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

4. $df = N-1$

Information :

MD : Mean of difference the calculated average value of the difference between the *pretest* and *posttest* scores

$\sum D$: Number of differences/ differences between *pretest* and *posttest* scores

N : Number of Case (Number of subjects studied)

SEMD : Standard Error (Standard Error) of the Mean of Difference

SD_D : Standard deviation of the difference between the *pretest* scores and *posttest* scores

df :Degrees of freedom (Test Significance $t_{0.}$) (Anas Suddjino, 2005: 305-357).

RESULTS

Based on the processing of the results of the initial instrument using a test obtained from the observations of the writer and the teacher regarding the child's memorizing the Qur'an, it was found that when memorizing the Qur'an the teacher and the child did it by reading together. In this process, there are still children who are engrossed in their own activities without paying attention to their teacher. The method used by the teacher is also less attractive to children, because they do not repeat the children's memorization of the Qur'an every day. Memorizing is done only focused on one verse in one letter if the verse is long, but if the verse is short the memorization is only given as many as two verses. And even then only two or three times a week.

To initiate research activities, based on the instrument grid, the *pretest* values obtained related to the child's ability to memorize the Qur'an before being given treatment are as follows:

1. Pretest Data Results

Table 5. *Pretest* Frequency Data B PAUD Permata Kasih

Mark	Frequency
8-10	5
11-13	3
14-16	1
17-19	3

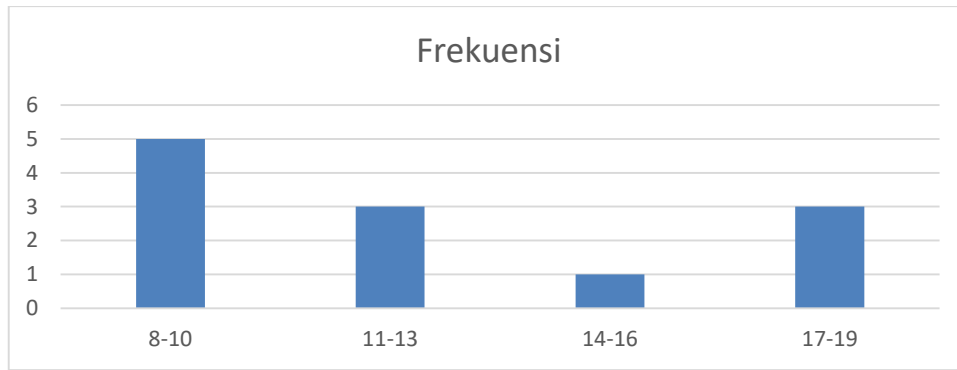


Figure 1. Pretest Results Scores

Based on the table and graph above, the highest score is 19 and the lowest score is 8. There are 5 children who are in the category of memorizing the Qur'an who are unable, and 4 people are categorized as less able, while for the capable category 3 people. This means that children's memorization of the Qur'an in local B is still low. From the pretest data above, the researchers made local B as many as 12 children as a group that would be given treatment using the talaqqi method.

Table 6. Percentage of Children's Al-Qur'an Memorization Improvement Scores in Permata Kasih PAUD (Pretest)

No.	Category	F	%
1.	BC	0	0%
2.	M	3	25%
3.	km	4	33%
4.	TM	5	42%

Based on the table above, it can be concluded that in the pretest data, there were no children who had increased memorization of the Qur'an in the very capable category and in the able category, 3 children with a percentage of 25%, in the less able category, 4 people with a percentage of 33%, and in the incapacitated category 5 children with a percentage of 42%.

After the researcher determines the research subject, the next step is planning/treatment using the talaqqi method which will help children memorize the Qur'an in local B at Permata Kasih PAUD. This treatment is given to see how the memorization of the Qur'an will increase after being given treatment using the talaqqi method. The treatment was carried out in one meeting and based on the results of the research, even though it was carried out for one day, an increase in the memorization of the Qur'an was seen in each child.

The forms of preparation carried out are:

- a) In carrying out the post-test regarding memorizing the Qur'an, the researcher especially provided a book of collections of letters for memorizing the Qur'an for children or Juz Amma. The book is used as a guide by the author and also the teacher in memorizing the Qur'an so that there are no mistakes in teaching later.

b) Set goals and selected themes. In the post test conducted by the researcher, the goal is for the child to be able to memorize the Qur'an correctly according to the arrangement of the verses of the Qur'an (not messy), so that the child is able to memorize the verses of the Qur'an smoothly, so that the child is able to memorize perfectly (not there is one letter of reading that is missed, so that the child is able to memorize the recitation of the verses of the Qur'an in accordance with the place where the letter appears, and so that the child is able to correctly memorize the length and short reading of the verses of the Qur'an. Meanwhile, the material being taught is memorizing surah Al-Falaq.

c) Prepare the tools and materials needed, such as: children's assessment sheets, pens, pencils and erasers that will be used by the teacher to assess the child's ability to memorize the Qur'an.

d) Prepare RPPH to support the activities to be carried out.

The following are the results of the posttest scores from the treatment

Table 7. Post Test Data Results (Sura Al-Falaq)
 Lo

Mark	Frequency
15-16	3
17-18	3
19-20	2
21-22	4

Cal B Preschool Permata Kasih

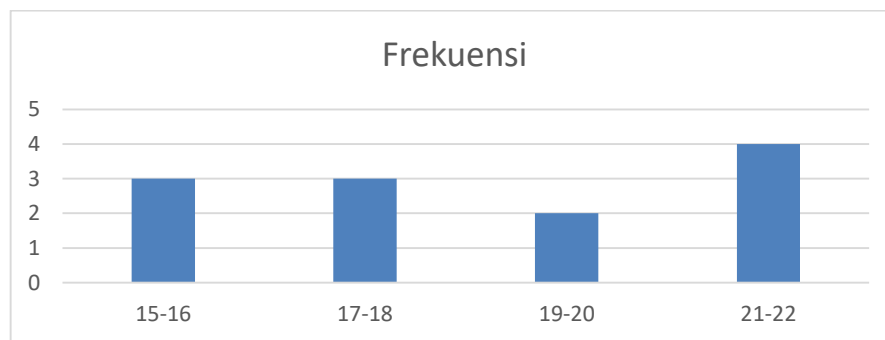


Figure 2. Post test Results Scores (Surat Al-Falaq)

Post -test table and graph above, the highest score was 22 and the lowest score was 15. As for the children who had increased memorization of the Qur'an who could not afford it, there were 3 children in the underprivileged category, and 6 children in the capable category. Meanwhile, for the very capable category, 3 children. From the data above it can be seen that the increase in children's memorization of the Qur'an at Permata Kasih Preschool after being given treatment can be said to have increased very well so that learning using this method has proven to be very effective.

Table 8. Percentage of Children's Al-Qur'an Memorization Improvement Scores in Permata Kasih Early Childhood Education (Post-test)

No.	Category	F	%
1.	BC	3	25%
2.	M	6	50%
3.	km	3	25%
4.	TM	0	0%

Based on the table above, it can be understood that in the posttest data there were 3 children with a percentage of 25% who increased memorization of the Qur'an in the very capable category, 6 children with a percentage of 50% who were in the able category. For the underprivileged category there are 3 children with a percentage of 25% and for the underprivileged category there are no more.

After the post test results are obtained, the next step is to analyze the post test results data. You do this by conducting a statistical test (t-test) to see whether the talaqqi method can improve children's memorization of the Qur'an at Permata Kasih Early Childhood Education.

Based on the formulation of the problem, the hypothesis test is carried out using the "t" test. Before the "t" test is carried out, a calculation table is first made to obtain the "t" value as follows:

Table 9. Data Analysis with Statistical T-Test

No.	Name	Pretest	Ket	Post test	Ket	D	Square
1.	Alfath	14	km	17	M	3	9
2.	Asipa	17	M	20	M	3	9
3.	Dinda	10	TM	15	km	5	25
4.	Febriani	12	km	18	M	6	36
5.	Heydar	7	TM	16	km	9	81
6.	M. Alfian	8	TM	17	M	9	81
7.	M. Rayyan	19	M	22	BC	3	9
8.	M. Rizky	8	TM	19	M	11	121
9.	Nagia	13	km	21	M	8	64
10.	Naura	7	TM	16	km	9	81
11.	Rani	12	km	22	BC	10	100
12.	Shakira	17	M	22	BC	5	25
Amount		144		225		81	641
Average		12		18.75		6.75	53,41

1. Finding the Mean of Difference

$$M_D = \frac{\sum D}{N} = \frac{81}{12} = 6.75$$

2. Find the standard deviation of the difference

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{641}{12} - \frac{(81)^2}{(12)}} \\ = \sqrt{53,41 - 45,56} \\ = \sqrt{7,85} = 2.80$$

3. Finding the Standard Error of the Mean Of Difference

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}} \\ = \frac{2,80}{\sqrt{12-1}} \\ = \frac{2,80}{3,31} = 0.84$$

4. Df = N-1

$$= 12 - 1 = 11$$

Percentage increase between *pretest* results and *posttest* results

Maximum Value $22 \times 12 = 264$

$$Pretest : \frac{Jumlah\ rata-rata\ pretest}{Nilai\ Max} \times 100\%$$

$$Pretest : \frac{144}{264} \times 100\% = 54.54\%$$

$$Post\ test : \frac{Jumlah\ rata-rata\ post\ test}{Nilai\ Max} \times 100\%$$

$$Post\ test : \frac{225}{264} \times 100\% = 85.22\%$$

Comparison of *posttest* and *pretest* results = % *Posttest* - % *Pretest*

$$= 85.22\% - 54.54\% = 30.68\%$$

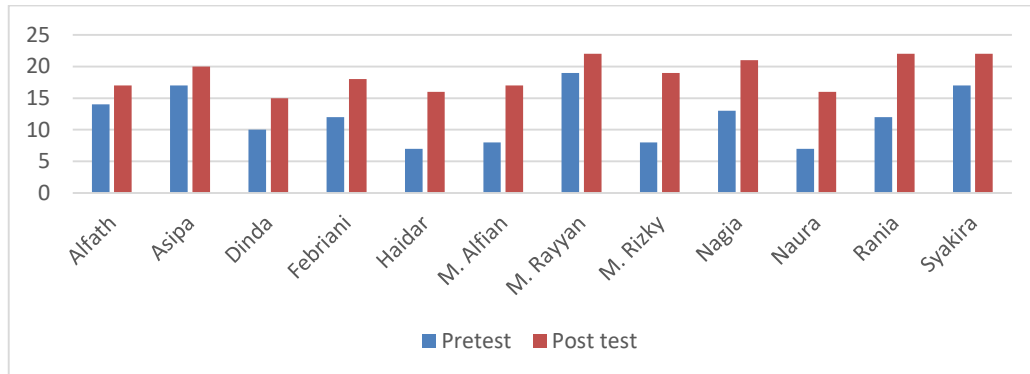


Figure 3. *Pretest* and *Posttest* Results Scores

DISCUSSION

Based on the results of the research and data analysis that has been carried out, it can be seen that the effectiveness of using the talaqqi method to increase Al-Qur'an memorization in Permata Kasih PAUD greatly influences students' Al-Qur'an memorization abilities. The results showed that after the use of the talaqqi method was applied, the percentage of students' memorization increased to 85.22%. Meanwhile, before using the talaqqi method, the percentage of students' memorization abilities only reached 54.54%. Thus from the pretest and post-test activities there is a difference in the increase reaching 30.68%. So it can be concluded that the use of the talaqqi method is very effective in increasing the memorization of the Qur'an in early childhood.

Based on the results of observations before the use of the talaqqi method was carried out, activities in the teaching and learning process had several obstacles which were found when memorizing the Al-Qur'an the teacher and students did it by reading together (Fikriaini et al., 2022). In this process, there are still students who are engrossed in their own activities without paying attention to the teacher (Ridho, 2021). Because there is no repetition of the children's memorization of the Qur'an every day. Memorizing is done only focused on one verse in one letter if the verse is long, but if the verse is short the memorization is only given as many as two verses. Even then, it is only done two or three times a week, so that students' memorization abilities are still below average (Muktafi & Umam, 2022).

When the teaching and learning process of memorizing the Qur'an is carried out, the teacher must pay attention to all students and ensure that each child follows the directions given. The use of the talaqqi method is very suitable to be applied to early childhood, especially for children who cannot read because it will be easier by looking at the teacher's lip movements, with the talaqqi method students can also model, imitate and listen to what the teacher teaches in memorizing Al-Qur'an.

Thus, it can be concluded that the talaqqi method is very important in education, including early childhood education, especially in learning to memorize the Qur'an. Using the talaqqi method makes it easier for children to memorize verses of the Qur'an that will be memorized by children. The talaqqi method is a method in early childhood learning that can have a positive impact on children, one of which is to increase children's memorization and make learning effective.

CONCLUSION

Based on the results of the research and analysis that has been carried out on children's memorizing the Qur'an through the talaqqi method at Preschool Permata Kasih, it can be concluded that the talaqqi method can improve children's memorization of the Qur'an and make learning effective. Thus the percentage of children's memorization of al-falaq letters before using the talaqqi method is around 54.54% which is considered capable. Meanwhile, after using the talaqqi method, children experienced an increase of 85.22% who were able to memorize surah al-falaq, although there were some children who were still categorized as less able. This means that from the pretest and post test activities there is a difference in increase which is around 30.68%.

So, it can be concluded that the use of the talaqqi method can improve children's memorization of the Qur'an and streamline learning activities, so that the goals expected by the teacher and writer can be achieved so that students are able to memorize Al-Falaq letters.

RECOMMENDATION

Based on the results of research at the Permata Kasih Preschool, several suggestions can be put forward that can be beneficial for increasing children's memorization of the Qur'an through the talaqqi method, as follows. The teacher applies the talaqqi method in the learning process, especially in increasing children's memorization of the Qur'an so that learning remains effective. But apart from that, the teacher must also be able to master other methods so that students do not feel bored using just one method. The teacher must also master other learning methods that are appropriate and optimal for children, especially in the problem of increasing memorization of the Qur'an.

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