



AI-Quran Memorization Techniques For Primary School Use in Fun-Q Digital Applications

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Abstract

This study is mostly about how to keep memorizing the Quran alive in the context of teaching the Quran, with a focus on the problems that modern technologies cause. The maintenance of the Qur'an's integrity is manifested through logical reasoning and actions, hence enhancing an individual's devotion and righteousness towards Allah SWT. A variety of mnemonic strategies have historically been utilized for information retention, spanning from early childhood through maturity. The main goal of this study is to look at the instructional strategy that the Fun-Q digital application uses to help young kids memorize the Qur'an. The study methodology employed is descriptive analysis, in conjunction with content analysis. The data were obtained, collected, and evaluated using published written sources, such as theses and journals. Based on the findings of the study, it has been determined that there are a maximum of 10 distinct approaches to memorizing the Quran. These ways encompass activities such as writing, reciting, pointing, comprehending, matching, and pronouncing. There is a lot of evidence that using memorization techniques based on current theories of learning and research on how the minds of young children develop can help them learn faster and be more interested. Moreover, such strategies have the potential to contribute to the cultivation of a cohort of highly skilled huffaz who are attuned to the demands of the present period.

Keywords: AI-Quran Memorization Techniques, Primary School, Fun-Q Digital Applications.

Introduction

Navigating this wave of modernization, many modern learning applications have been introduced to assist the teaching and learning process (PDP) at both the primary and secondary school levels. Tahfiz institutions have also started to experiment with mobile applications aimed at introducing and memorizing verses of the Quran from an early age, offering diverse and engaging interactive content. According to Yahaya et al (2021), a creative

and conducive learning environment can be created through the use of modern technology applications, attracting students' interest in learning. Additionally, the development of modern technology has become an effective alternative, simplifying the Quran memorization and recitation process from an early childhood stage. The effectiveness of an educational application in the school setting should include features such as attractive images and graphics, demonstrations, videos, and explanatory audio through images or games (Khalid et al., 2018). Furthermore, it aligns with the 21st-century education system, which emphasizes digital learning as a necessary component in line with the requirements of the Ministry of Education for digital education (Sapiuddin et al., 2022).

Furthermore, Ibn Khaldun (2000) stated in his book that children at an early stage should learn and read the Quran, as it will instill seeds of faith in their souls. Malaysia's Tahfiz education has been steadily growing (Darul Quran JAKIM, 2018), like mushrooms springing up after rain, with the opening of Tahfiz educational institutions from preschool to higher education. These are usually private Tahfiz institutions for the public (Hasrinafasya et al., 2023) because people know how important it is to learn the Quran while young. The establishment of Tahfiz centers is seen to have a significant impact and contribution to helping the community educate children as early as 4 to 6 years old. This is because there is exposure to basic education that emphasizes learning through listening, reading, writing, spelling, and more. It fits with the goals of the national preschool standard curriculum that are meant to be met in the Islamic Education Component (KPI) with spiritual support. These goals include knowing the Quran, memorizing short verses, and praying every day (Madar & Othman, 2022). Therefore, it will complement the education of children, especially at the preschool age, while ensuring academic excellence and character development.

Memorization of the Quran (Hafazan al-Quran) is considered a fundamental domain of expertise within the field of Quranic education (Ismail et al., 2020). The significance of Quranic memorization is elucidated in "*Tafsir Taisir al-Karim*" Al-Sa'diyy (2003) as a compelling argument and piece of evidence against those who reject the Quran. Moreover, the significance of Quranic memorization in molding a generation that internally embodies Islamic values is emphasized (Suryabudi et al., 2022). Upon the Jibril (AS) bestowing the initial revelation upon the Prophet Muhammad (SAW), the Quranic memorization curriculum was initiated. The history of Quranic teaching through memorization can be traced to when Allah SWT instructed Jibril (AS) to teach the Prophet the first five verses of *Surah al-'Alaq* (Hussin et al., 2021). This marked the beginning of the process of Quranic memorization, with Jibril (AS) serving as the teacher and the Prophet Muhammad (SAW) as the student, involving a method of recitation and repetition (*talaqqi* and *musyafahah*). The Prophet Muhammad (SAW) then transmitted this knowledge to his companions, which was subsequently passed down to the *Tabi'in*. This aligns with Allah's statement, which means, "*We will make you recite (O Muhammad) so you will not forget*" (*Surah al-A'la* 87:6).

In the realm of modern development, the process of memorizing the Quran presents a substantial obstacle, given that it demands the application of systematic memorization and retention techniques, self-control, and memory capability (Mat et al., 2020). In general, traditional approaches to Quranic memorization employed by the majority of Tahfiz institutions involve the physical repetition of verses through the use of a Quranic text (*mashaf al-Quran*). According to Hussin et al (2022), this pedagogical approach is frequently regarded

as antiquated and a source of learning difficulties among students. Numerous methods and techniques for memorization, both conventional and contemporary, have been implemented. The domain of educational technology in Tahfiz education continues to be a relatively uncharted territory, despite the advancements in modern technology and the progression of civilization (Darul Quran Jakim, 2018). Notwithstanding the current pervasive adoption of technology, which is widely recognized for its manifold advantages, especially in involving preschool-aged children who have a propensity for innovative and interactive learning (Hassan et al., 2022). To ensure the quality of Quranic memorization from an early age, preschool-level Quranic memorization instructors must therefore adopt and implement more innovative and holistic modern methods that are consistent with the educational developments of the twenty-first century.

In summary, the integration of contemporary productivity tools such as digital applications with Quran memorization instruction appears to be an effective strategy for facilitating Quran memorization, particularly among preschool-aged children who prefer engaging in interactive and entertaining learning experiences (Misnan et al., 2022). Access to the internet and advancements in digital tools and software have contributed to the development of more effective methods for remembering information. This is particularly true for mobile applications that could facilitate learning and instruction, thereby enabling the achievement of goals and objectives (Sapiuudin et al., 2022). Therefore, the objective of this study is to investigate preschool-level Quranic memorization strategies that can be implemented through interactive learning in the Fun-Q digital application.

Background

According to Mustafa et al (2021), in their paper called "Development and Alpha Testing of the EzHifz Application: Al-Quran Memorization Tool," the Quran is hard to remember for people of all ages. The current study looked at the creation and early testing of the mobile app "EzHifz," which focuses on the VARK learning style (hearing, seeing, reading, and touching) for memorizing the Quran. The ADDIE model (Analysis, Design, Develop, Implement, Evaluate) was employed as the research methodology. This model comprises the subsequent phases: evaluation, design, development, implementation, and analysis. The evaluation of the data system indicates that the digital application EzHifz satisfies the design and development criteria, as determined by the study's results. The integration of memorization strategies within this digital application serves to strengthen the application of the commonly utilized VARK learning style. Furthermore, it facilitates the process of memorization of the Quran and aids in the preservation of *hafiz* or *hafizah* memorization.

Furthermore, in 2021, Siti Suryani Sulaiman designed and implemented an investigation entitled "*Alternative Memorization Methods for the Ulul Albab Program at MARA Junior Science College (MRSM)*." This research highlights the critical need for improvements in the methods of memorization utilized to assist students in achieving higher levels of performance in memorization. The objective of the research was to examine how various memorization techniques were implemented within the Ulul Albab program at the secondary school, MARA Junior Science College (MRSM). The study utilized a mixed-methods research design, which integrated both qualitative and quantitative data collection techniques. The study's implications facilitate enhancements in the execution of alternative methods of memorization, more specifically the Nadi and Jibril approaches. Therefore, anyone desiring

to learn the Quran may utilize the module's summary as a guide and reference, particularly employees of MRSM Ulul Albab and other Tahfiz institutions.

Furthermore, Abd Hamid & Hamzah (2021) conducted a study entitled "*Methods of Praise and Appreciation in Quranic Learning for Preschool Children*." The authors elucidate that employing praise and appreciation strategies—including the provision of positive words, rewards for verse and letter mastery, and applause following accurate reading of Quranic verses—serve as indirect methods of inspiring and motivating students engaged in Quranic memorization education. The purpose of this investigation was to ascertain the approaches that preschool-aged children utilize to express gratitude and praise while studying the Quran. The qualitative research methodology was utilized to assess the appropriateness of these approaches. Based on the results of the study, it is recommended that educators employ praise and appreciation strategies to enhance students' memorization of the Quran. The implementation of this study by educators to improve the teaching of the Quran is anticipated.

In their research titled "*Students' Perception of the Use of Global Tahfiz Gamification in Teaching and Learning Quranic Revision*," Daud and Ahmad (2022) discuss the application of technology as a viable substitute for addressing the difficulties encountered in Quranic learning. This research paper examines a novel pedagogical approach known as gamification, which is considered to be a more inventive and creative means of educating Generation Z. The purpose of this study is to determine how students perceive the implementation of Global Tahfiz Gamification in the classroom, as well as the ramifications of this approach for Quranic review. Descriptive research utilizes a combination of qualitative and quantitative techniques, including document analysis and the distribution of survey questionnaires. The study's research objectives were considered to have been satisfactorily accomplished by its conclusion. Utilizing this product is considered an interactive educational experience that enhances the Quran's status as a daily guide and source of inspiration.

In conclusion, numerous Quranic memorization techniques in Tahfiz al-Quran education have been clarified by prior research. These methodologies encompass approaches that incorporate contemporary technology, techniques customized to accommodate specific students, and methods suggested by earlier scholars. Prior studies have indicated that certain techniques that have been introduced have the potential to function as substitutes at the preschool level, encouraging ingenuity and originality in the memorization of the Quran among youngsters as young as four years old.

Research Methodology

This research employs a qualitative approach, encompassing document analysis and descriptive analysis, to ascertain the most effective digital application for facilitating preschoolers' Quran learning. According to Berawi (2017), qualitative research findings are often expressed as narrative reports or conjectures, and unlike quantitative research, they do not require the inclusion of statistical data for validation.

The utilized research data consists of thematic data analysis conducted via document analysis of a particular digital application, Fun-Q, as well as information extracted from books, journals, articles, and research reports, among other sources. This research will utilize textual

data collection methods to acquire information from secondary sources. This will involve gathering information from reputable commentary books, books, theses, journals, articles, and reports. The research will be carried out using descriptive analysis to examine the gathered data following the data collection phase.

Findings

The technological explosion of the current era of globalization has significantly altered how people go about their daily lives (Samsuddin & Yusof, 2020). As time passes, the modern technological revolution continues to progress and enhance efficiency in facilitating numerous facets of life, with education being one such domain that is significantly impacted. According to Baharudin et al (2021), the integration of interactive teaching and learning methods between instructors and students is accelerating the expansion of technology's use in the education system. Furthermore, it revolutionizes the learning process Rabiman et al (2020) by enabling students to access learning materials and attend classes remotely, provided they have dependable internet connectivity.

Digital applications are a subset of software designed for particular operating systems, most commonly found on smartphones. A growing number of academic establishments, including Tahfiz schools, have initiated the integration of technological tools and platforms, such as digital applications, to enhance the learning experience (Ismail, et al., 2022). According to Buzdar and Farooq (2020), students can memorize and listen to the Quran at their convenience through the use of digital applications on their mobile phones. This demonstrates the effective integration of multimedia technology, which is systematic and user-friendly for students, especially preschool students, as it involves the development of motor and sensory skills in children through the presentation of engaging images and colors. They utilize, among other appropriate digital applications, Fun-Q, Juz Amma, Hafiz Series, Cerdik and Faham Al-Quran, EzHifz, Mengaji, and Quran for Kids.

Fun-Q is an application that utilizes technology to facilitate the memorization, comprehension, and memorization of the Quran for preschool-aged children in a manner that is effortless, enjoyable, and relaxed. It can be utilized by educators and parents to augment the understanding of the Quranic verses among their children and students. Several researchers from private and public universities, led by Safinah Ismail, have contributed to its development. According to Baharudin et al (2021), the utilization of digital Quranic applications has demonstrated efficacy in augmenting the memorization capabilities of students. A combination of activities spanning three pages—the storytelling page, the memorization page, and the play page—are incorporated into this application to aid in the enhancement of children's psychomotor efficiency and holistic development, which includes cognitive and affective components.



Figure 1 Main menu interface

This application encourages young huffaz to utilize it by providing them with activity options that feature vibrant cartoon animations and graphics. Users can transition from one process to another in accordance with their cognitive development stage using three primary buttons. According to Mohamad Shokri et al (2021), these elements are regarded as exceedingly advantageous for preschool-aged children with regard to comprehension, memorization of the Quran, and recall. Hence, it effectively supports educators in the instructional and learning framework while fulfilling the requirements for memorization strategies integral to the Tahfiz pedagogical process. These techniques encompass listening, observing, reading, writing, and other facets that require the application of diverse sensory faculties.

Diversity of Quranic Memorization Techniques

There have been numerous studies in the past that have examined techniques and methods for memorization of the Quran. The mastery of the memorization activity by children necessitates the application of particular learning techniques (Zin et al., 2021). In Islamic education, emphasis is placed on the cognitive abilities of children to foster the formation of principle-based thought.

This section will provide an in-depth analysis of Quranic memorization techniques utilized by preschool students through the utilization of a digital application. To enhance preschoolers' memorization, a comprehensive set of eleven memorization techniques is presented. These techniques comprise listening, learning, naming, reading, pointing, understanding, reciting, pairing, drawing, revision and writing.

I. Listening Technique

The listening technique is a VAK (Visual, Auditory, Kinesthetic) learning style that students frequently use to memorize the Quran (Mustafa et al., 2018). Individuals can do this by listening to teachers or peers read from the Quran, reading the verses themselves, or using current technology like audio tools with recordings by the best qaris in digital apps. The

memorization process through the listening technique involves students first listening to the portion they intend to memorize using this audio before commencing their memorization. The following are some of the technological mediums that incorporate the listening technique



Figure 2 The memorization page with the application of the listening technique interface.

The researcher emphasizes the listening technique that has been integrated into the Fun-Q application in this study. This application features a recitation of the Quran by the renowned *qari* Muhammad Taha Al-Junaid, which students may access. The implemented technological medium provides students with the ability to select particular verses from a surah to listen to and subsequently review the recitation by utilizing the repeat buttons that are accessible. By actively participating in the recitation, pupils can visualize and commit to memory the verses while also developing a more profound comprehension of accurate Tajwid. Students may benefit from this strategy for more effortless memorization (Abdullah et al., 2005).

Additionally, parents or teachers can evaluate and analyze a student's recitation to determine how well the student is memorizing. For this method to be effective, teachers or parents must be near the student so they can hear the recitation. A clear and distinct voice is also required for recitation and memorization by the student. In addition to using it individually, instructors can also use this strategy in small groups. Preschool teachers can provide a special space for children to use this application. In this scenario, the repetition by the student and the assessment by the teacher will enhance the quality of the student's memorization.

II. Learning Technique

The ease of accessing information through modern technology has greatly facilitated the process of learning, as individuals can effortlessly obtain a wide range of knowledge with just a few taps on their devices. The advent of the Internet and mobile applications has led to a significant expansion in the field of Information Technology, resulting in a transformative revolution with far-reaching implications. The utilization of technology in Quranic memorization education offers a convenient means for students to enhance their learning experience. These technological tools enable students to explore the profound meanings of

Quranic verses and the historical context in which they were revealed. Notably, contemporary digital applications often provide recorded interpretations and insights into the circumstances surrounding the revelation of these verses (Yusuff et al., 2021).



Figure 3 The interface of three main pages in the Fun-Q application.

The utilization of the Fun-Q digital application as an interactive educational tool for the purpose of Quranic memorizing has the potential to facilitate the development of preschool-aged children into proficient huffaz at an early stage. The predominant pedagogical technique employed by this program is characterized by a relaxed methodology, accompanied by the enticing tagline "*Learn While Having Fun*," which serves as a compelling incentive for users to engage with and download the aforementioned application. The application incorporates several memorization techniques, one of which being the utilization of the three primary pages as a method of learning. The initial section encompasses the storytelling page, which serves to facilitate comprehension of the narratives and associated knowledge pertaining to the surah. Additionally, the memorizing page provides a range of cognitive and psychomotor exercises that engage various body parts in tasks such as observation, listening, recitation, and repetition, with the aim of enhancing memory abilities. Finally, the website has a play page that offers additional modules aimed at enhancing psychomotor abilities, kinesthetic learning, memory retention, comprehension, and overall appreciation of the surah.

Moreover, it is worth noting that pupils have the opportunity to acquire language proficiency in Malay and Arabic through indirect means. According to Hilmi et. al (2017), preschool-aged children can utilize this approach to acquire the skill of reciting Quranic verses with accurate Tajwid, by engaging with selected qaris through the use of a digital application. The significance of reading the Quran with Tajwid lies in its status as an individual obligation (fardhu ain), as it contributes to the acquisition of Quranic memorizing knowledge and improves the recitation of Quranic verses throughout the memorization journey.

III. Reading Technique

Moreover, the careful reading strategy is frequently employed as one of the prevailing methods for remembering. In the present context, the term "reading" pertains to the act of perceiving and comprehending the substance of written or exhibited poems, thereby grasping their intended signification. Following a thorough analysis, it is customary to recite the sacred

words of the Quran in a sonorous and resounding manner. This technique holds significance as it enables youngsters to develop a comprehensive understanding of the verses before committing them to memory. Simultaneously, it allows them to adhere to the rules of Tajwid, regardless of whether the recitation is performed while referencing the Mushaf (the printed Quran) or from memory. Using digital apps could help students read difficult phrases or verses in order by letting them interact with them on a touchscreen. The meaning of each verse is shown below the displayed text. Figure 2 showcases instances of the user interface inside the Fun-Q application that utilizes this particular reading technique.

Furthermore, the utilization of the reading technique via the Fun-Q program offers enhanced flexibility, as it eliminates the need for students to physically attend school or engage in direct interaction with an instructor. This application facilitates convenient access for users across many locations and timeframes. Previous studies have yielded empirical evidence and findings that highlight the numerous advantages and favorable outcomes associated with the utilization of mobile applications in educational instruction (Hassan et al., 2022). Simultaneously, students have the opportunity to enhance their reading skills by employing the same intonation, facilitating the correction and refinement of their recitation abilities. In addition, it can be argued that verses spoken with accuracy and fluency are more conducive to memorization due to the inherent ease of recitation in the verses given by Allah SWT (Darul Quran JAKIM, 2019).

IV. Pointing Technique

According to research by Samsuddin and Yusof (2020), cell phone use among preschool-aged kids has increased significantly in the modern era of globalization, starting as early as four years old. The utilization of electronic platforms can have a substantial impact on education, as they provide convenient access to knowledge, resulting in time and cost savings (Hashim et al., 2023). The effective utilization of modern technology can provide good effects across all sectors of society. As a result, giving preschool children direction and appropriate supervision when using these technological devices can increase the effectiveness of Quranic memorization. When it comes to memorizing the Quran with students, teachers should make the most of modern tools by always giving their students access to digital memory apps like Fun-Q, EzHifz, Huffaz-M, Smart Quran, and others like them. This section elucidates the distinctiveness and benefits of the user interface in the Fun-Q program.



Figure 4 The interface within the memorization page that features red-colored indicator symbols.

The Fun-Q program incorporates a distinctive methodology on its memorization page. During the process of memorizing, this system employs visually appealing images and suitable symbols as cues. Examining the visual interface, which includes red-hued indicator symbols that move in time with the recitation of poems, will reveal the aforementioned phenomenon. Additionally, a visual display in which the repeated verses take on a crimson hue is present. In addition, students can select the verse numbers located on the side of the surah display to repeat and access the interpretation of the verses within the memory program. Students can improve their memory skills with this method, which focuses their attention on the specific places to recite and the Quranic verses they want to remember (Hasan et al., 2022). This method was frequently employed in previous eras before the emergence of contemporary technology, employing various aids such as bookmarks, rulers, and manual finger tracking to facilitate the reading process at the level of individual letters and words.

V. Understanding Technique

The acquisition of proficient memorization techniques is a crucial aspect of the Quran memorization endeavor since it significantly enhances the likelihood of effectively committing the entire Quran to memory. In the context of Quranic learning, it is important to differentiate between the processes of memorization and understanding. The act of memorization entails the complete internalization of Quranic verses, eliminating the need for reference to the written text or reliance on recitation. On the other hand, understanding involves comprehending the contextual meaning of the verses being read, facilitating the long-term retention of memorized material (Rijan et al., 2021). According to a study by Sulaiman (2018), using a strategy to understand the meaning of verses before memorizing them could significantly improve the memorization process, particularly in young children. Using modern technology to improve digital applications is seen as a possible solution to the main problem of figuring out what the different meanings of Quranic verses mean (Yahaya et al., 2021). This resource is appropriate for individuals of various age groups, including both younger individuals and adults, who possess a limited understanding of the Arabic language.

The approach of comprehension can be observed within the storytelling section of the Fun-Q application. On this webpage, students have the opportunity to access an extensive audio narration about the surah they have chosen to commit to memory. In general, contemporary digital programs commonly offer a platform for comprehending verses from the Quran using scholarly explanations, which can be accessed and downloaded as audio recordings. According to Hilmi et al. (2021), this methodology enables Quran memorizers to get a thorough comprehension of the verses they intend to memorize, particularly when such verses pertain to narratives. Despite the Arabic language being the original medium of the Quran, the inclusion of commentary (*Tafsir*) and translations in the Malay language through digital applications facilitates students' understanding of the verses they are studying. The presentation of the narrative page, which incorporates the technique of comprehending Quranic verses, is depicted in Figure 5.



Figure 5 The storytelling page containing the comprehension technique.

VI. Pairing Technique

The engaging and participatory nature of the learning process has the undeniable ability to indirectly stimulate children's interest in learning, ensuring their commitment to advantageous activities. Numerous applications using cutting-edge research have been developed for this specific objective. In the context of education, the integration of thinking skills with instructional practices contributes to the cultivation of students' capacity for critical thinking (Masuwai et al., 2023). The aforementioned objective can be accomplished by employing the matching strategy as demonstrated in contemporary applications. The methodology under consideration entails the utilization of the principle of pairing a certain thing with another object. Aside from that, the above method has been shown to improve the cognitive abilities of young children in their early stages of development, especially those in preschool or kindergarten (Semam et al., 2022). Hence, recent advancements in technology have demonstrated a significant capacity to aid pupils in effectively storing information through systematic memorization (Daud et al., 2022).



Figure 6 The interface displays pictures with correct corresponding names of the surah

Figure 6 shows the Fun-Q program. It has a nice-looking interface that adds extra features through matching games, making Quran memory more interactive. The employed matching technique entails the process of aligning suitable linguistic expressions with the visual elements that are now available. This activity is good for improving the ability to process information and gives a full picture of the surah. It also helps kids improve the coordination between their visual perception and hand-eye coordination. The application is equipped with a user interface that guides the user through a series of buttons. One of these buttons is the replay button, which is specifically designed to repeat the surah matches displayed on the screen, thus facilitating memory training. Hence, the integration of matching techniques in the development of applications has the potential to engage youngsters and improve their concentration during the process of Quran memorization (Abdullah et al., 2020).

VII. Drawing Technique

The proliferation of contemporary technology has facilitated the exposure of numerous children to digital art via diverse platforms, including digital drawing applications, rudimentary coloring applications, and more advanced, comprehensive software. According to Hasan et al (2022), the incorporation of digital drawing activities into the process of Quran memorization offers individuals the chance to enhance their visual comprehension of the verses being learned. Digital art programs that are designed to be user-friendly and cater to the age and ability level of individuals have the potential to boost memorizing skills. Additionally, using drawing techniques along with analyzing individual verses through mind maps and physical representations may improve preschoolers' ability to think creatively and remember things (Zin et al., 2021). Teaching methodologies such as the one described above enhance the process of memorizing while simultaneously facilitating the comprehension of Quranic verses within an easily applicable setting.



Figure 7 The user interface displaying digital drawing in the Fun-Q application

Figure 7 shows the play page, which showcases digital painting activities. The process involves children utilizing the provided dots to trace the image, ultimately creating a painting that is thematically connected to the chosen verse. This particular artistic method is employed as a pedagogical tool to offer students a tangible representation of the poetic lines they have committed to memory. According to research, using visual aids to learn Quranic verses might help kids remember them better and make the process more fun, which could make them more interested in doing this regularly.

VIII. Recitation Technique

Furthermore, the researcher's objective is to concentrate on the cognitive strategy centered on the auditory modality, commonly referred to as the recitation technique. Recitation entails the act of articulating a given content with precision and clarity, ensuring its audibility to the recipient. From an early stage in their educational journey, students must engage in repetitive recitation of words or verses to minimize errors during the initial stages of the memorization process. According to Zaipudin (2018), the teacher's involvement in guiding students to recite the initial pronunciation of words can facilitate a smooth memorization process. By providing students with the opportunity to hear the initial pronunciation of words, they can subsequently demonstrate proficiency in completing each verse.



Figure 8 The interface of the memorization page that contains the recitation technique

The utilization of the Fun-Q application is advocated as an effective platform for the acquisition of Quranic memorizing skills in the context of modern education, with a particular emphasis on its suitability for preschool-aged children. This program integrates the recitation approach within the memorization page. The initial step in the memorization process involves students actively engaging with the desired verse by attentively listening to it. Subsequently, they collectively recite the verse as a means of reinforcing their memorization efforts. The successful implementation of this technique necessitates the precise enunciation of words and strict respect for the established principles of Tajwid. According to Abdullah et al. (2021), the ability to retain Quranic verses is contingent upon the student's proficiency in accurately reciting the Arabic alphabet, individual words, connected words, and the complete Quranic verse. When faced with challenging verses that require memorization, individuals can employ a technique that entails repeated recitation of the word or verse to internalize it and develop a reflexive response on their tongue. This process is referred to as self-familiarization.

IX. Memorizing Technique

The process of teaching preschool children, aged 4 to 6 years, to memorize the Quran is of utmost importance as it plays a significant role in fostering their cognitive growth for subsequent educational stages. According to Bloom's seminal study conducted in 1964, it was shown that around 80% of an individual's IQ potential is developed during the preschool years. Therefore, a method to enhance a child's cognitive abilities is by employing the memorizing approach. The Fun-Q program utilizes the memorizing approach throughout its three primary pages in each activity. The provided pages encompass various features designed to enhance the memorization of verses or surahs. These features consist of a storytelling page, which facilitates the retention of the journey of relevant verses or surahs. Additionally, a memorization page is included, which aids in the memorization process by presenting verses individually using visually appealing color graphics. Lastly, a gaming page is incorporated to bolster memory power through engaging game exercises.

In the study conducted by Masuwai et al (2023), it was found that Quranic memorization activities, as practiced in the realm of Islamic education, can be categorized as a form of remembrance talent. The conventional approach involves a sequential execution of this method, commencing with the memorization of the initial verse until it is successfully recalled, subsequently proceeding to the memorization of the subsequent verse until it is likewise recollected. Subsequently, it is imperative for pupils to orally recite the initial and subsequent verses from memory, abstaining from consulting the written Quranic text, to ascertain the secure retention of the remembered verses within their cognitive faculties. The mastery of reciting memorized Quranic verses necessitates consistent and repetitive effort on the part of students.

X. Revision Technique

The technique of revision is a widespread and fundamental practice among Quranic students that is consistently employed from the early stages to the middle stages of their learning journey. Revision is a pedagogical strategy employed to systematically evaluate and reinforce the Quranic verses that have been encountered and audited during the process of memory sessions. Numerous huffaz, or people who have committed the Quran to memory, have problems with their efforts to review for a variety of reasons, such as how to better manage their time and develop self-discipline (Hussin et al., 2022). Nevertheless, it is imperative for every individual who has committed the Quran to memory to strictly stick to the primary approach and fundamental procedure of reviewing the recitation, often known as *tiqrar* or *murajaah* (Darul Quran JAKIM, 2019). The purpose of this practice is to facilitate the effective memorization of the verses that have been recited during the session. Hence, individuals who commit the Quran to memory must exhibit self-discipline and dedicate designated periods to review the recitation of verses, thereby enhancing their memorization abilities. Figure 9 illustrates the Fun-Q digital program, which integrates an interactive and captivating methodology for the revision process among preschool learners.



Figure 9 The interface of the memorization page with the revision technique

The picture shown shows the interface of a page designed for memorization. This particular page emphasizes the utilization of repetitive reading as a way to aid in the retention of

Quranic verses. The Fun-Q application offers users the choice between three repeat options: 20, 40, and 60. Individuals can select the repetition number to listen to the recitation of the verse multiple times, aligning with their level of memorization. The utilization of digital apps in the context of current technology has proven to be highly beneficial for users, particularly preschool children, as it effectively aids in the process of memorizing and revision in a manner that is both relaxing and fun (Sapiuudin et al., 2022). In addition, cell phones possess the portability and temporal flexibility that enable users to engage in recitation review without the necessity of direct interaction with a recitation instructor or physical presence inside a classroom setting.

XI. Writing Technique

The final technique necessitates a considerable degree of patience due to the inclusion of the tactile sense (hands) alongside the sensory faculties of sight, hearing, and speech, which are employed in the process of memorizing the Quran. This tactile involvement is crucial in strengthening the memorization process. The utilization of writing as a technique is well recognized as an efficacious method for facilitating the memory of challenging verses. The act of rewriting Quranic verses without direct reference to the Quranic text serves as a means to assess the level of a student's remembering abilities (Zakaria & Samah, 2022). The presence of errors in the composition of Quranic verses suggests that the process of memorization has not been completely perfected. Hence, the student must engage in a thorough evaluation and focus specifically on the areas where errors were made in the written work. Figure 9 shows an activity within the Fun-Q application that integrates the writing technique.



Figure 10 Interface of the play page with the writing technique

The aforementioned interface necessitates that the child trace the presented dots to produce legible handwriting. This educational tool facilitates the development of writing skills in young

children and enhances their ability to memorize verses from the Quran. The development of modern technology has made it easier to write with digital tools, which makes it easier to find jumbled Quranic verses, spelling mistakes, and wrong Tajweed rules (Abdullah, et al., 2020). Still, it is important to make sure that what was written is correct by reading the original Quran again. This will make it easier for your brain to remember the verses during the memory phase. In this context, the instructor must exercise caution to avoid significant errors, such as spelling issues that may result in a distortion of the intended message inside the verse. Moreover, it is highly advantageous if the written composition adheres to the sequential arrangement of the Quranic verses in the Quran while also aligning with the right *waqf* (pausing) and *ibtida'* (beginning) places.

Conclusion

In its entirety, Tahfiz's education involves theoretical knowledge, practical skills, and the cultivation of virtuous character. The fulfillment of *Fardu Kifayah*, a concept of collective responsibility, can be extended to include preschool children as early as 4 years old due to their relatively greater cognitive abilities in comparison to adults. This phenomenon can be attributed to the active responsiveness of youngsters to stimuli, their propensity for interaction with others, and their heightened sensitivity to their environment. Preschoolers like to learn in new and interactive ways, so that means that teaching kids to memorize the Quran should work well with modern productivity tools, especially digital apps. The advancement of digital tools and software, specifically the utilization of the Fun-Q application on mobile devices, plays a significant role in enhancing various memorization techniques. These techniques encompass auditory processing, comprehension, textual analysis, visual representation, cognitive assimilation, artistic expression, verbal repetition, retention, reproduction, and written composition. The implementation of this approach will contribute to the improvement of teaching and learning outcomes, ultimately leading to the attainment of predetermined goals and objectives.

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