



The Effect of Kaisa Method on The Increase of Short Surah Memorization for 4-6 Year-Old-Children

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DOI: <http://dx.doi.org/10.15294/belia.v9i2.35219>

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History Article

Submitted 1 November 2019

Revised 17 March 2020

Accepted 1 September 2020

Keywords

Kaisa Method; short surah memorization

Abstract

This study aims to determine the effect of the Kaisa Method on the increase of short surah memorization for 4-6 year-old children. This research was conducted at Aisyiyah Bustanul Athfal 61 Kindergarten, Sampangan Semarang by using the method of pre-experiment design through One Group Pretest-Posttest. The sample used in this study amounted to 32 children in the age of 4-6 years. The sampling technique in this study was purposive sample. The results of the pretest and posttest have an average value (mean) of short surah memorization, on the pretest is 68.44 while on the posttest is 96.44 so that the increase is 28. The significance of the results of the hypothesis test using the T-Test shows the significance value is more smaller than 0.05. That is $0,000 < 0.05$. Thus, it can be concluded that there is a significant effect of the Kaisa Method on the increase of short surah memorization for 4-6 year-old-children at Aisyiyah Bustanul Athfal 61 Kindergarten Sampangan, Gajah Mungkur District, Semarang City.

How to Cite

Ma'rufah, D., & Windiarti, R. (2020). The Effect of Kaisa Method on The Increase of Short Surah Memorization for 4-6 Year-Old-Children. *Early Childhood Education Papers*, 9(2), 144-148.

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p-ISSN 2252-6382
e-ISSN 2686-3375

INTRODUCTION

Islam is a religion with the revelation of the monotheism or oneness of God sent by Allah Almighty to the Prophet Muhammad Saw as His last and true messenger to all mankind, anywhere and anytime, whose teachings cover all aspects of human life (Jamal, 2011: 287). The teaching of Islam did not escape the revelation of Allah revealed to Prophet Muhammad *Shallallahu 'Alaihi Wa Sallam* through the medium of the Angel Jibril, that is the Quran. The Quran as a guide of life has been guaranteed by Allah. As stated in His word surah Al-Hijr verse 9 which means:

"We have, without doubt, sent down The Message; and We will assuredly guard it (from corruption)." (QS. Al-Hijr: 9)

Although God has guaranteed the purity of the Qur'an, as a Muslim we is not free from the obligation and responsibility to preserve its purity from ignorant hands and enemies of Islam who seek to corrupt and alter the Qur'anic verses. Malichatunniswah (2014: 104) explains that in Islam, the Qur'an is a holy book that guides Muslims. Every Muslim is obligated to study this holy book that are revealed in the Arabic language.

Drs. Ahsin W. Al-Hafidz (2005) in his book entitled *Practical Guide to Memorizing the Quran* states that one of the real efforts in the process of preserving the purity of the Quran is to memorize it. In this regard, it appears that early childhood (children) has a stronger record of what is seen, heard, or memorized (Al-Hafidz 2000: 56). Education is an activity that leads to the formation of self-discipline, self-control, and self-control (Fadli and Primary, 2018: 107). Therefore, early childhood education is important as an early learning tool. Every child will absorb information quickly enough without hesitation and therefore the learning of memorizing the Quran is taught from childhood (Laili and Rohmaniyyah 2015: 115).

Early Childhood Education is a development effort aimed at children from birth up to 6 (six) years old through the provision of educational plans to help physical and spiritual growth and development so that children are ready for further education (Permendikbud, 2014). Religious knowledge is one of educational plans that needs to be provided for early childhood institutions. Such religious knowledge can be in the form of memorization of short surah, hadiths, and daily prayers. In short surah memorization programs, appropriate methods are essential. Darajat (2001) in Rizqillah (2013) states that children are not adults, if we want religion to be meaningful to them they should be presented in more concrete

ways with the language they understand and not just in dogmatic ways.

In this case, the role of the teacher is very important to implement a proper method. Teachers need to be aware and responsive to change. Innovation and science and technology are constantly evolving in line with the demands of society and the development of the age (Khamidun, 2014: 58). Currently, many institutions use a memorization method in which teachers recite and then children imitate.

Although the teacher has optimized his ability to help children to reach memorization targets, there are children who are still left behind. Based on observations made by the researcher, children who have not reached the target memorization as many as 7 of 32 children. The factors that cause the lag include the difficulty of children in reciting verses, parents have not introduced the letter hijaiyyah at all, and that the ability of students to memorize is still lacking. This problem then becomes the homework of the teachers in the world of education to achieve the target of memorizing the short suras of their students.

In addition, the problems in society that arise today are often conflicts between the views of the minister of education, the community, and early childhood education (PAUD) institutions. In line with the Circular of the Directorate General of Primary and Secondary Education Management Number 1839/C.C2/TU/2009 regarding the Implementation of Kindergarten Education and Admission of New Primary Schools students that are actually not allowed to teach *Calistung* (reading, writing, and counting) to children early. This is because *Calistung* is considered too burdensome for children.

The researcher agrees with this. This reasoning refers to the research of a Swiss child development psychologist, Jean Piaget, because at that time children were not able to think concretely operations so it was feared the lesson would burden children who have not been able to think in a structured way. Meanwhile *Calistung* activities themselves are defined as activities that require structured thinking, so it is not appropriate when taught to children under the age of 7 years. Piaget was worried that the children's brains would be overburdened and the initial goal of educating children becomes a dilemma because children were actually unhappy and unable to enjoy their lives. In addition, Umaroh (2012: 2) also explains that the limitation of learning in kindergarten institutions is not to target an outcome, but to the process. If the process is good and right,

automatically the results will also be good, even unexptected.

Contrary to this, children are required to be able to learn to memorize the Qur'an which is considered to be a burden on the child's brain. Then how can the problem be answered? In contrast to *Calistung* which is an activity that requires a structured way of thinking. Memorizing short surahs is not an activity that automatically restrains children from thinking in a structured way. This activity can be done through daily habituation. Where children will listen and imitate. Just like children learn mother tongue, they listen every day and then mimic it through speaking. So, memorizing short surahs will be fun if done with the appropriate method.

This method is what will later bridge the students to achieve memorization targets. There are several memorization methods that are applied to early childhood. These methods include the talqin method, the method of listening to recorded Qur'an recitations from the famous murattal qari compact disc (CD), the teacher's voice, and his own voice, and the method of movement and gestures (Hidayah, 2017: 67). These methods can be applied in any PAUD institution. However, it should be remembered again that early childhood has the characteristics of a master imitator. The ability of early childhood to imitate is a very good potential. This potential supports the movement and gesture methods to be applied. Salamah (2018: 125) describes that the method is the method used to achieve the goal. So, the method used must be in accordance with the objectives to be achieved.

This method of movement and gesture is known as the kaisa method. The kaisa method is a method of memorizing with gestures and cues. The method has characteristics that can attract the attention of children, including through movements that describe the meaning of the verse. With this fun method, your child will not get bored easily.

The problem that will be revealed in this study is whether there is an effect of the Kaisa Method on the increase in memorization of short surah for 4-6-year-old children at Aisyiyah Bustanul Athfal 61 Kindergarten, Sampangan, Gajah Mungkur District, Semarang City? The purpose of this study was to determine the effect of the kaisa method on increasing the memorization of short surah children aged 4-6 years at Kindergarten Aisyiyah Bustanul Athfal 61 Sampangan, Gajah Mungkur District, Semarang City. So far, research on memorization of short surah using the Kaisa Method is mostly found using a quali-

tative approach, where research explores the procedures for that method. While research through quantitative approaches with Pre-Experimental Designs (nondesign) is still rarely done. So that this research felt necessary to determine the effect of the Kaisa Method and how much an increase in memorization of early childhood using the Kaisa Method.

METHOD

This research, which is about "The Effect of the Kaisa Method on the Increase of Short Surah Memorization for 4-6-Year-Old Children at Aisyiyah Bustanul Athfal (ABA) 61 Kindergarten, Sampangan, Gajah Mungkur District, Semarang City", is an experimental research with a quantitative approach. Sugiyono (2015: 107) explains that experimental research can be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions. Treatment given to a group will then be seen the effect that occurs. The process of measurement and research conducted on subjects carried out at the time before being given treatment and after being given treatment, that is pretest and posttest. In this study the treatment given is the Kaisa Method.

The research design used by the researcher in this study is Pre-Experimental Designs (non-design). Being called Pre-Experimental Designs because this research is not yet a real experiment (Sugiyono 2015: 109). The form of this experiment is in the form of One Group Pretest Posttest Design that is there is a pretest before being treated. Thus the results of the treatment can be known more accurately, because it can compare with the situation before being given treatment and after being given treatment (Sugiyono, 2015: 110-111).

The population in this study were students of ABA 61 Kindergarten, Sampangan Gajah Mungkur District, Semarang City. The sampling technique in this study is purposive sample. Hendry (2010) states that purposive sample is a sample that represents the number of population that is usually done if the population is considered to be small or less than 100. In addition, Sugiyono (2015: 124) also states that purposive sample is a sampling technique when all populations are used as samples. The sample in this study were students with an age range of 4-6 years at ABA 61 Kindergarten Sampangan, Gajah Mungkur District, Semarang City with a total of 32 children.

This research is in the form of quantitative

research, so the data analysis is in the form of descriptive data analysis, normality test, and hypothesis testing.

RESULTS AND DISCUSSION

The researcher conducted a pretest before giving treatment on Tuesday, July 16, 2019. Then the researcher gave treatment 12 times. Furthermore, the researcher conducted a post-test after the treatment was completed on Tuesday, August 14, 2019.

Then the researchers analyzed the research data. In the results of the pretest data, the memorization rate of short surah in early childhood shows the results of the percentage of 0% in the high category so that there are no children in this category, 28.1% in the medium category with 9 children, and 71.9% in the low category with 23 children. Meanwhile, the results of the posttest value taken after the treatment showed that the memorization of children at a high level reached 65.6% with 21 children. Then in the medium category it reached 34.4% with 11 children. Meanwhile, in the low category it has a percentage of 0% with 0 children.

Based on the results of the posttest, the researcher concluded that the treatment that was carried out by the researcher could increase the memorization of short surah in early childhood. The existence of repetition in the Kaisa Method can attach memorization that has been obtained. So that children's short suras memorization can increase. As explained in Schunk, 2012; that repetition can preserve information in WM and increase memorization.

The increase in memorization can be proven by the results of the posttest data obtained by the researcher with details of the low category, which was originally 71.9% to 0%, the moderate category which was originally 28.1% to 34.4%, and the high category which was originally 0% to 65.6%. Therefore, from these results the treatment can be said to have a positive effect on the memorization of short surah in early childhood. Meanwhile, the results of the hypothesis test is obtained a significance value of 0,000. This shows that the significance value is smaller than 0.05. Namely $0,000 < 0.05$. Thus, it can be concluded that there was a significant increase in memorization of short surah through the Kaisa Method in children aged 4-6 years at ABA 61 Kindergarten, Sampangan, Gajah Mungkur District, Semarang City between before and after receiving treatment.

The results of this study are in accordance

with the researcher's hypothesis which states that there is a significant effect between the application of the Kaisa Method to an increase in memorization of short suras. This increase is supported because of the repetition found in the Kaisa Method, so that the information received will be stored strongly in long-term memory. Meanwhile, the Kaisa Method is a VAK (Visual, Auditory, Kinesthetic) learning style.

Visually, the child uses his vision to pay attention to movements that reflect the meaning of the verse. Suyadi (2009) in Fitriyani and Tasu'ah (2014: 48) argues that visual intelligence is the ability to see an object in great detail. Then the child is able to record what is seen in the brain for a very long time.

Auditory, the child uses his hearing to catch the sounds of verses that have been spoken by his teacher. In this case the child also has language skills; listening and speaking. Language intelligence not only can write and read something literally that we are often proud of our children in kindergarten but also related to the ability to sort out what is digested and reveal what he thinks (Sari, et al. 2017: 121).

While kinesthetic, children use body movements as symbols of memorized verse meanings. In accordance with Jean Piaget's theory which states that the age of 2 to 7 years old is at a pre-operational stage (Prahesti, et al. 2018: 71). The pre-operational phase of children's thought patterns is egocentric and symbolic. This symbolic mindset can be channeled through the movements in the Kaisa Method. So that the stimulation provided through the Kaisa Method can support a child's development according to his developmental period.

Mustafa and Basri (2016) explain that by using the VAK (Visual, Auditory and Kinesthetic) learning style, student learning outcomes are expected to reach the optimum stage. Mercer in an International journal entitled *Multisensory approaches and learning styles theory in the elementary school: summary of reference papers* (1999) states that the multisensory approach also known as VAKT (visual-auditory-kinesthetic-tactile) implies that students learn best when information is presented in different modalities.

This method can answer the anxiety that occurs in the community. That is the contradiction that it is not allowed to teach *Calistung* (reading, writing, and arithmetic) to early childhood. Because it is felt that *Calistung* is learning that requires structured thinking that is considered to burden the child. In fact, memorizing short surahs can also be considered too burdensome for

children. However, in this Kaisa Method the process of memorizing does not necessarily pressure the child to memorize.

Memorizing short surahs with the Kaisa Method is accompanied by movements that symbolize the meaning of the verse. In addition, at the end of learning to memorize the short surah the teacher makes a quiz in the form of a game chosen by the child to evaluate the extent of children's memorization. Through the game, children find it easier to understand what they are memorizing. Eliza (2014: 2) states that children are able to construct their own knowledge and understanding of concepts through the child's self-chosen activity through play, which means that children can build their own knowledge and understanding of concepts through activities that the child chooses himself through game.

CONCLUSION

Based on the results of research that has been carried out, it can be concluded that there is a significant effect of the Kaisa Method on the increase in memorization of short surah for 4-6-year-old children at Aisyiyah Bustanul Athfal 61 Kindergarten Sampangan, Gajah Mungkur District, Semarang City. This is indicated by the results of the significance of the hypothesis test using the T-Test. The significance results show a significance value of less than 0.05. That is $0,000 < 0,05$. Then it can be concluded that there is an increase in memorization of short surahs of 4-6-year-old children through the Kaisa Method. This is indicated by the results of the pretest and posttest where the average value (mean) of short suras memorization on the pretest results of 68.44 while the posttest results of 96.44 so that an increase of 28.

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