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ABSTRACT

This study aims to analyze the effectiveness of the edutainment method in improving early childhood children's Qur'an memorization ability at TK IT Al Kiswah Bengkulu City. This research was motivated by the low ability of children to memorize the Qur'an, which was indicated by low concentration, low learning motivation, and the use of monotonous learning methods. This study employed a quantitative approach with a quasi-experimental design using a Nonequivalent Control Group Design. The research subjects consisted of 42 children in Group B, comprising 21 children in the experimental group and 21 children in the control group. Data were collected through observation, tests, and documentation. Data analysis was conducted using SPSS version 26 through normality tests, homogeneity tests, and hypothesis testing using the Independent Sample T-Test. The results showed that the experimental group's pretest mean score was 48.76, while the control group's was 47.89. After the treatment, the experimental group's posttest mean score increased to 87.14, whereas the control group's score increased to 72.95. The hypothesis test yielded a significance value of $0.000 < 0.05$, indicating a significant difference between the experimental and control groups. Therefore, the edutainment method was proven effective in improving early childhood children's Qur'an memorization ability at TK IT Al Kiswah Bengkulu City. The edutainment method was able to create a fun learning atmosphere and improve children's concentration, motivation, active participation, and memory during the learning process.

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Introduction

Early Childhood Education (ECE) is a crucial stage of education because it serves as the foundation for children's future development. Early childhood is widely recognized as the golden age, a period characterized by rapid brain development that requires appropriate stimulation to optimize all developmental domains. Morrison (2022) stated that learning experiences acquired during early childhood have long-term effects on children's intellectual, social, emotional, language, and spiritual development. This perspective is supported by the National Association for the Education of Young Children (NAEYC, 2022), which emphasized that appropriate stimulation during the early years significantly influences children's learning readiness and subsequent educational development.

Spiritual development is one of the fundamental objectives of Islamic education and should be nurtured from an early age. One practical approach is through Qur'an learning, including

reading and memorization activities. Early exposure to the Qur'an plays an important role in shaping children's character, spirituality, and learning habits. Qur'an memorization not only strengthens religious values but also contributes to memory development, concentration, cognitive abilities, and positive character formation (Sutarto, 2022; Kholis et al., 2023).

Qur'an memorization programs for young children continue to face several challenges. Early childhood learners are easily bored, possess limited attention spans, and naturally prefer play-based activities over repetitive and monotonous instruction. Conventional approaches that rely primarily on repetition are often ineffective in maintaining children's motivation, interest, and concentration throughout the learning process (Madyawati, 2022; Nurhafizah, 2023).

Innovative learning strategies are therefore needed to accommodate children's developmental characteristics. The edutainment method is one approach that integrates educational and entertainment elements to create enjoyable, interactive, and meaningful learning experiences (Hamruni, 2020). In early childhood education, edutainment can be implemented through educational games, movement and songs, storytelling, creative clapping activities, and other activities that encourage active participation. Fadlillah (2021) emphasized that play is the primary medium of learning in early childhood; therefore, play-based instruction is more easily accepted by children.

Active and child-centered learning also increases participation and engagement throughout the instructional process. Nurhafizah (2023) explained that innovative child-centered instruction improves learning motivation, creativity, and thinking skills among young children. Zosh et al. (2022) further stated that enjoyable learning experiences involving active participation enhance motivation, memory retention, and the overall quality of learning experiences.

The application of the edutainment method in Qur'an memorization programs also has considerable potential to improve memorization outcomes. Tarmilia et al. (2022) reported that enjoyable tahfiz learning activities improve children's memory retention and concentration. Kholis et al. (2023) similarly found that creative tahfiz instruction increases engagement and memorization achievement among young children.

TK IT Al Kiswah Bengkulu City is one of the educational institutions that offers a flagship Qur'an memorization (*tahfiz*) program. Preliminary observations revealed several challenges, including differences in memorization abilities among children, low levels of concentration during learning activities, and a tendency for children to lose focus when exposed to monotonous teaching methods. These conditions indicate that Qur'an memorization instruction requires a more innovative approach that aligns with early childhood developmental characteristics.

Previous studies have shown that edutainment-based learning can improve young children's motivation, engagement, and learning outcomes. Research specifically examining the effectiveness of the edutainment method in improving Qur'an memorization abilities among young children, however, remains relatively limited. Most previous studies have focused on the development of children's cognitive, language, creativity, and social skills, while studies integrating the edutainment method with Qur'an memorization (*tahfiz*) learning are still scarce, particularly in Islamic kindergarten institutions. Research on Qur'an memorization learning in early childhood education is also predominantly characterized by the use of conventional methods, such as *talaqqi*, *takrir*, and repetitive memorization practices, without combining them with enjoyable learning activities that are aligned with children's developmental characteristics. This condition indicates the existence of a research gap that requires further investigation.

Current developments in early childhood education also require teachers to focus not only on learning outcomes but also on the quality of children's learning experiences throughout the instructional process. Effective learning for young children should balance academic, emotional, social, spiritual, and play-related needs simultaneously. Examining the implementation of the edutainment method in Qur'an memorization learning is therefore

important because it has the potential to create a more enjoyable, meaningful, and child-centered learning process.

The novelty of this study lies in the integration of the edutainment method into Qur'an memorization instruction for young children at TK IT Al Kiswah Bengkulu City. This study not only measures improvements in children's memorization abilities but also positions enjoyable learning experiences as an essential component of successful Qur'an memorization instruction. The findings are expected to contribute theoretically to the development of learning strategies for early childhood Qur'an memorization education and provide practical contributions for teachers and educational institutions in developing more innovative, effective, and developmentally appropriate learning practices.

More effective, innovative, and enjoyable learning methods are needed to optimize the Qur'an memorization process among young children. This study therefore aims to analyze the effectiveness of the edutainment method in improving the Qur'an memorization abilities of young children at TK IT Al Kiswah Bengkulu City.

Method

This study employed a quantitative approach using a quasi-experimental research design. A quantitative approach was selected because the study aimed to measure the effectiveness of the edutainment method in improving young children's Qur'an memorization abilities through numerical data analysis. The research design used was a nonequivalent control group design, which involved two groups, namely an experimental group and a control group, without random assignment of participants.

The study was conducted at TK IT Al Kiswah Bengkulu City during the second semester of the 2025/2026 academic year. The participants consisted of 42 children aged 5–6 years from Group B. The participants were divided into two groups: 21 children in the experimental group and 21 children in the control group. The experimental group received instruction using the edutainment method, whereas the control group received conventional instruction commonly implemented by teachers.

The edutainment method was implemented through various enjoyable learning activities, including Islamic songs and movements, educational games, storytelling, creative clapping activities, verse card games, and collaborative *murojaah* sessions. These activities were designed to increase children's active participation in the learning process so that Qur'an memorization was not limited to repetitive practice but also provided meaningful learning experiences that aligned with early childhood developmental characteristics.

The study was conducted over four weeks and consisted of eight instructional sessions. Both groups completed a pretest before the intervention to determine their initial Qur'an memorization abilities. The experimental group then received edutainment-based instruction, while the control group continued with conventional learning methods. After the intervention was completed, both groups were administered a posttest to measure improvements in Qur'an memorization abilities.

Data were collected through observations, tests, and documentation. Observations were conducted to assess children's activities and participation during the learning process. Tests were administered to measure children's Qur'an memorization abilities before and after the intervention. Documentation was used to complement the research data, including photographs of learning activities, attendance records, and other supporting documents.

The research instrument consisted of a Qur'an memorization assessment sheet developed

based on several indicators, including memorization fluency, verse sequence accuracy, pronunciation accuracy, the ability to continue verses, and the ability to repeat memorization without teacher assistance. Children's performance was assessed using a four-point scale according to their developmental achievement levels.

The instrument was validated by experts to ensure content appropriateness and alignment with the research objectives. Data were analyzed using SPSS version 26. Statistical analyses included normality testing, homogeneity testing, and hypothesis testing using the Independent Samples *t*-test. The normality test was conducted to determine whether the data were normally distributed, while the homogeneity test was used to examine the equality of variances between the experimental and control groups. The hypothesis test was performed to determine the effectiveness of the edutainment method in improving young children's Qur'an memorization abilities.

Table.1 Research Design (Nonequivalent Control Group Design)

Group	Pretest	Treatment	Posttest
Experiment	01	X (Edutainment Method)	02
Control	03	- (Conventional Method)	04

Description:

01 = Pretest of the experimental group

02 = Posttest of the experimental group

03 = Pretest of the control group

04 = Posttest of the control group

X = Treatment using the edutainment method

Results And Discussion

1. Baseline Qur'an Memorization Ability of Young Children Prior to Edutainment Implementation

Table.2 Pretest Results of Early Childhood Qur'an Memorization Ability

Grup	N	Mean	Sd
Experimen	21	48,76	5,34
Control	21	47,89	5,18

Pretest results showed that the initial Qur'an memorization abilities of children in the experimental and control groups were relatively comparable. The experimental group obtained a mean score of 48.76, while the control group achieved a mean score of 47.89. The small difference between the two groups indicates similar baseline abilities before the intervention. This equivalence is an important indicator because it demonstrates that the outcomes observed at the end of the study were influenced by the learning intervention rather than by differences in children's initial abilities.

Observations conducted during the early learning sessions revealed that most children still experienced difficulties in retaining previously memorized verses. Many children were able to memorize verses during classroom activities but struggled to recall them when asked to repeat the memorization at a later time. Several children also encountered challenges related to reading fluency, the correct sequence of verses, and accurate pronunciation of Arabic letters. These findings indicate that Qur'an memorization among young children requires a gradual and continuous learning process.

Children's concentration also emerged as a significant challenge throughout the study. Some children were easily distracted by their surroundings and tended to lose focus when memorization activities lasted for an extended period. The limited attention span characteristic of early childhood requires learning activities that are varied and engaging to maintain active participation throughout the instructional process. This condition represents a common developmental characteristic that teachers should consider when designing learning strategies.

These findings are consistent with Morrison's (2022) perspective, which states that young children learn most effectively through concrete experiences, attractive learning environments, and active participation. Children understand information more easily when they are directly involved in the learning process rather than receiving information passively. Learning environments should therefore be designed according to children's developmental needs and characteristics.

Fadlillah (2021) also emphasized that play is an inseparable part of early childhood development. Play not only provides enjoyment but also supports the development of cognitive, language, social, emotional, and spiritual abilities. Play-based concepts should therefore be integrated into educational activities, including Qur'an memorization instruction.

The relatively low baseline performance indicates that learning methods focused solely on repetitive memorization are insufficient to address the learning needs of young children.

Children require instructional approaches that integrate play, social interaction, and enjoyable learning experiences to optimize the memorization process. These findings support the implementation of the edutainment method as a relevant alternative for Qur'an memorization instruction in early childhood education settings.

2. Posttest Results of Early Childhood Qur'an Memorization Ability

Table.3 Posttest Results of Early Childhood Qur'an Memorization Ability

Grup	N	Mean	Sd
Experimen	21	87,14	4,21
Control	21	72,95	5,17

Posttest results showed that the experimental group achieved a mean score of 87.14, whereas the control group obtained a mean score of 72.95. These findings indicate that the improvement in Qur'an memorization ability was greater in the experimental group than in the control group. The substantial difference between the two groups demonstrates that the edutainment method had a positive effect on young children's Qur'an memorization abilities.

The improvement was evident not only in the final memorization scores but also throughout the learning process. Children appeared more enthusiastic when participating in classroom activities and demonstrated greater confidence when reciting their memorization in front of the class. Classroom participation also increased considerably compared to the period before the intervention was implemented.

The edutainment method was implemented through various enjoyable activities, including Islamic songs and movements, educational games, storytelling, verse card games, and collaborative murojaah sessions. These activities provided children with different learning experiences because they were not limited to listening to teachers' explanations but actively participated in every stage of instruction. Such learning conditions enabled children to understand and remember Qur'anic verses more effectively.

These findings are consistent with Piaget's constructivist theory (1977), which states that

children build knowledge through direct experiences. Learning becomes more effective when children are actively involved in the instructional process. Activities that encourage active participation help children develop a deeper understanding of the material being learned.

Madyawati (2022) also explained that learning activities involving multiple senses simultaneously can strengthen children's memory retention. Listening, observing, moving, and reciting at the same time reinforce the storage of information in long-term memory. This process enables children to retain memorized verses more easily and for longer periods.

Nurhafizah (2023) stated that child-centered learning improves students' motivation and engagement. Children who actively participate in learning activities tend to demonstrate higher levels of enthusiasm and stronger learning motivation. Similar conditions were observed throughout this study, as children consistently showed excitement during all instructional activities.

The edutainment method also contributed positively to children's social and emotional development in addition to improving cognitive abilities. Children learned to cooperate with peers, gained confidence in reciting their memorization, and interacted more effectively within the learning environment. These findings indicate that the edutainment method not only improves Qur'an memorization ability but also supports children's overall development.

3. Effectiveness of the Edutainment Method in Improving Early Childhood Qur'an Memorization Ability

Table.4 Normality Test Results

t-value	df	Sig. (2-tailed)	Decision
8.734	40	0.000	H ₀ Rejected

Table.5 Homogeneity Test Results

Grup	Sig.	Interpretation
Experimen	0,200	Normal
Control	0.167	Normal

Table.6 Results of the Independent Samples t-Test

Levene's Statistic	Sig.	Interpretation
0.812	0.372	Homogeneous

Normality test results showed significance values of 0.200 for the experimental group and 0.167 for the control group. Both values exceeded 0.05, indicating that the data were normally distributed. Homogeneity testing also produced a significance value of 0.372, which was greater than 0.05, demonstrating that the variances of both groups were homogeneous. The fulfillment of these assumptions confirmed that the data were appropriate for parametric statistical analysis.

The Independent Samples t-test yielded a significance value of 0.000 ($p < 0.05$). This result led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. A statistically significant difference was identified between the experimental and control groups after the implementation of different instructional methods. These findings confirm that the edutainment method is effective in improving the Qur'an memorization abilities of young children at TK IT Al Kiswah Bengkulu City.

The effectiveness of the edutainment method can be explained through Skinner's behaviorist theory, which emphasizes that learning behaviors can be strengthened through positive reinforcement. Teachers provided praise, appreciation, and rewards when children

successfully completed their memorization tasks. Positive reinforcement encouraged children to repeatedly engage in desirable learning behaviors and increased their motivation to continue learning.

Vygotsky's sociocultural theory (1978) also supports these findings by highlighting the importance of social interaction in children's development. Children learn through guidance from teachers and interactions with peers during learning activities. These interactions help children develop abilities that they may not yet be able to achieve independently. The findings are consistent with previous studies conducted by Tarmilia et al. (2022), which reported that enjoyable tahfiz learning activities improve children's memory retention and concentration. Similar results were reported by Kholis et al. (2023), who found that creativity-based tahfiz instruction enhances children's engagement and memorization achievement.

The edutainment method demonstrated high effectiveness because it successfully integrated cognitive, social, emotional, and spiritual aspects within a single learning process. Children not only improved their Qur'an memorization abilities but also gained enjoyable and meaningful learning experiences. These findings suggest that the edutainment method can be recommended as an innovative instructional approach for early childhood education, particularly in Qur'an memorization programs.

Conclusion

This study demonstrates that the edutainment method is effective in improving the Qur'an memorization abilities of young children at TK IT Al Kiswah Bengkulu City. The findings reveal that children who participated in edutainment-based learning achieved significantly better outcomes than those who received conventional instruction, as evidenced by the increase in the experimental group's mean score from 48.76 on the pretest to 87.14 on the posttest, compared to the control group's improvement from 47.89 to 72.95. The Independent Samples t-test yielded a significance value of 0.000 ($p < 0.05$), confirming a statistically significant difference between the two groups and supporting the effectiveness of the edutainment approach. The integration of educational games, Islamic songs and movements, storytelling, and interactive murojaah activities created a more engaging, enjoyable, and developmentally appropriate learning environment that enhanced not only children's memorization abilities but also their concentration, confidence, motivation, and social interaction. These results underscore the importance of child-centered and play-based learning strategies in early childhood Qur'an memorization programs and suggest that teachers should adopt more creative and interactive instructional practices, while schools provide adequate learning resources to support implementation. Future research is recommended to involve larger samples and longer intervention periods to further strengthen empirical evidence regarding the effectiveness of the edutainment method.

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