

Al-Quran Memorization Learning Using the Edutainment Method at Al-Kiswah IT Kindergarten, Bengkulu City

Tryce Ayu Lestari Sa^{a,1,*} Aziza Aryati^{b,2}, Hengki Satrisno^{c,3}

^{a,b,c}Universitas Islam Negeri Fatmawati Sukarno Bengkulu,

¹tryceayu@gmail.com; ²azizaharyati@mail.uinfabengkulu.ac.id; ³hengkidalima@gmail.com;

*Tryceayulestari.s; tryceayu@gmail.com

ARTICLE INFO

Article history

Received:

13-04-2025

Revised:

23-05-2025

Accepted:

24-07-2025

Keywords

Al-Qur'an memorization, edutainment method, early childhood education, Islamic education

ABSTRACT

This study aims to analyze the implementation of the edutainment method in Al-Qur'an memorization learning at Al-Kiswah IT Kindergarten, Bengkulu City, and to examine its contribution to improving children's memorization abilities and learning experiences. The study employed a qualitative case study approach to obtain an in-depth understanding of learning practices within a natural educational setting. Data were collected through classroom observations, in-depth interviews with school principals, teachers, and parents, as well as document analysis related to learning plans and students' memorization progress. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. The findings indicate that the edutainment method creates an engaging, interactive, and child-centered learning environment by integrating educational games, storytelling, songs, rhythmic repetition, movement, audiovisual media, and collaborative learning activities into the memorization process. These instructional strategies enhance children's motivation, concentration, self-confidence, and active participation while facilitating better memorization and long-term retention of Qur'anic verses. Furthermore, the method contributes to the development of positive character traits, including discipline, cooperation, responsibility, and a stronger emotional attachment to the Qur'an. The study concludes that the edutainment method is an effective pedagogical approach for supporting Al-Qur'an memorization among early childhood learners because it accommodates children's developmental characteristics while promoting meaningful and enjoyable learning experiences. The findings provide practical implications for teachers, parents, and Islamic educational institutions in developing innovative and child-friendly Qur'anic memorization programs.

This is an open-access article under the CC-BY-SA license.



Introduction

Early childhood represents the most critical stage of human development because

cognitive, emotional, linguistic, social, and spiritual capacities develop rapidly during this period. Educational experiences provided at this stage significantly influence children's future learning abilities, character formation, and moral development. Santrock (2018) explains that early childhood is a sensitive period in which appropriate educational stimulation strongly affects long-term development. Learning activities designed for young children should therefore emphasize meaningful experiences that stimulate curiosity, creativity, and active participation. Conventional instructional approaches relying primarily on memorization and teacher-centered practices often reduce children's enthusiasm and limit their engagement during the learning process. Contemporary early childhood education consequently promotes learning environments that integrate enjoyment, exploration, and interaction to facilitate holistic development (Luthfiah, 2025). Such an approach encourages children to learn naturally while strengthening their motivation and confidence throughout educational activities.

Al-Qur'an memorization has become an important component of Islamic early childhood education because it introduces children to the Qur'an while cultivating spiritual awareness, religious identity, and positive character from an early age. Hidayat (2017) argues that children's memory develops optimally during the early years, making this period highly suitable for Qur'anic memorization. Regular interaction with the Qur'an also contributes to the formation of discipline, concentration, patience, and moral behavior that support children's overall development. Dwi Yulianti and Slamet (2019) further report that Qur'an memorization positively influences children's cognitive development and learning readiness. Effective memorization, however, requires learning strategies that correspond to children's psychological characteristics and developmental needs. Young learners generally possess limited attention spans and demonstrate greater enthusiasm for activities involving play, movement, music, storytelling, and visual experiences. Learning environments that fail to accommodate these characteristics frequently reduce children's interest and hinder the achievement of memorization objectives.

Educational innovation has increasingly emphasized the importance of integrating enjoyable learning experiences into classroom instruction through the application of the edutainment method. Edutainment combines educational objectives with entertaining activities that encourage active participation without diminishing instructional quality. According to Faqihuddin (2024), multisensory learning supported by interactive activities significantly improves children's engagement in Qur'anic memorization. Learning through games, songs, storytelling, role-playing, movement, and interactive media enables children to absorb new knowledge while experiencing positive emotions throughout the instructional process. Such conditions create meaningful learning experiences because children actively construct understanding rather than merely receiving information from teachers. Positive emotional experiences also strengthen learning motivation and facilitate long-term memory retention. Consequently, the edutainment method has attracted considerable attention as an effective pedagogical approach for improving learning outcomes in early childhood education.

The implementation of edutainment in Islamic education offers significant opportunities for enhancing Al-Qur'an memorization by creating learning environments that are engaging, interactive, and developmentally appropriate. Memorization activities supported by educational games, rhythmic repetition, visual

media, and collaborative learning encourage children to participate enthusiastically while minimizing feelings of boredom and pressure. Rusdiah (2021) found that successful Qur'anic memorization depends not only on repetition but also on supportive learning environments involving teachers and parents. Teachers assume the role of facilitators who create stimulating learning situations that encourage exploration, creativity, and meaningful interaction. Educational activities that integrate enjoyment with religious instruction also strengthen children's intrinsic motivation and emotional attachment to the Qur'an. Such instructional practices transform memorization into an enjoyable process rather than an academic obligation. Integrating educational content with entertaining activities therefore supports both cognitive achievement and emotional well-being among young learners.

Despite increasing recognition of the effectiveness of edutainment, its application within Al-Qur'an memorization programs remains relatively underexplored compared with its implementation in general early childhood education. Existing studies have predominantly examined the influence of edutainment on literacy, numeracy, language acquisition, creativity, and classroom engagement, whereas limited attention has been devoted to its contribution to Qur'anic memorization. Sriyanto (2023) emphasizes that memorization activities should simultaneously develop children's cognitive abilities and learning motivation through meaningful instructional experiences. Research concerning Islamic early childhood education has also tended to emphasize memorization outcomes without comprehensively examining the instructional processes that shape children's learning experiences. Greater understanding of how enjoyable learning strategies influence memorization practices is therefore required to strengthen pedagogical innovation in Islamic educational institutions. Addressing this issue becomes increasingly important because successful memorization depends not only on repetition but also on children's emotional readiness, motivation, and active participation throughout the learning process.

Al-Kiswah IT Kindergarten in Bengkulu City provides an appropriate context for investigating the implementation of the edutainment method in Al-Qur'an memorization learning. The institution integrates Islamic values with child-centered educational practices by creating learning experiences that emphasize enjoyment, creativity, and meaningful participation. Various instructional activities, including educational games, songs, storytelling, movement, visual media, and collaborative interaction, are incorporated into daily memorization sessions to maintain children's enthusiasm and concentration. Chandra (2025) explains that enjoyable communication and interaction significantly support children's religious learning experiences during early childhood. Teachers continuously adapt instructional strategies according to children's developmental characteristics while ensuring that memorization objectives remain achievable. Such practices demonstrate a commitment to balancing academic achievement with children's emotional comfort and psychological well-being. Examining this educational setting offers valuable insights into practical strategies that support effective Qur'anic memorization among early childhood learners.

This study addresses an important gap by examining the implementation of the edutainment method within Al-Qur'an memorization learning from the perspective of instructional practice rather than solely evaluating learning outcomes. Particular attention is devoted to understanding how enjoyable learning experiences influence

children's motivation, participation, memorization ability, and classroom interaction. Farida (2025) argues that Qur'anic pedagogy should emphasize meaningful learning experiences capable of developing children's cognitive, emotional, and spiritual dimensions simultaneously. The research also explores the roles of teachers, learning media, classroom activities, and educational environments in facilitating meaningful memorization experiences. Findings are expected to contribute to the development of innovative pedagogical models capable of integrating educational effectiveness with children's developmental needs. Such an approach extends existing discussions concerning Islamic early childhood education by emphasizing process-oriented learning that promotes both academic and character development.

This study aims to analyze the implementation of the edutainment method in Al-Qur'an memorization learning at Al-Kiswah IT Kindergarten, Bengkulu City, and to examine its contribution to improving children's learning experiences and memorization achievement. The research seeks to explain how enjoyable instructional strategies encourage active participation, strengthen motivation, and facilitate long-term retention of Qur'anic verses among young learners. Findings are expected to enrich the literature on Islamic early childhood education by providing empirical evidence regarding the integration of edutainment into Qur'anic memorization programs. Practical implications may assist teachers, school administrators, curriculum developers, and parents in designing child-friendly memorization activities that correspond to children's developmental characteristics. Ultimately, this research demonstrates that enjoyable learning environments constitute an essential foundation for developing effective, meaningful, and sustainable Al-Qur'an memorization programs in early childhood education.

Method

This study uses a qualitative approach with a descriptive research design. The qualitative approach was chosen because this study aims to obtain memorization of the Qur'an against the edutainment method at TK IT Al-Kiswah Bengkulu City. Qualitative research allows researchers to understand naturally occurring phenomena through direct observation of research subjects, so that the data obtained can accurately reflect actual conditions in the field (Sugiyono, 2023; Moleong, 2022). This research was conducted at TK IT Al-Kiswah Bengkulu City, PAUD Lagan Pertiwi, located on Jl. Mayor (TN) Boerhan Dahri, Pekan Sabtu Village, Selebar District, Bengkulu City. in the second semester of the 2025/2026 academic year. The research subjects were children in Class A, B, C aged 5-6 years, while the research informants consisted of the principal and class teachers who were directly involved in the edutainment method. Informants were selected using purposive sampling techniques, which involve selecting participants based on specific considerations relevant to the research objectives, ensuring that they can provide comprehensive and relevant information regarding the research focus (Sugiyono, 2023).

The collected data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2018), which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. The data were then presented in a narrative form to facilitate understanding and analysis. Subsequently, conclusions were drawn based on the patterns and findings that emerged during the research process. To ensure data validity, this study employed source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from the principal, teachers, and observation results of the children, while technique triangulation involved comparing data collected through observation, interviews, and documentation. The use of triangulation aimed to enhance the credibility and trustworthiness of the research findings, ensuring that the data

obtained could be scientifically justified (Sugiyono, 2023; Moleong, 2022).

Results and Discussion

Based on observations, interviews, and documentation conducted at the Al-Kiswah Islamic Kindergarten in Bengkulu City, data showed that Quran memorization was conducted routinely every day using an edutainment approach (education and entertainment). Memorization activities were conducted through various fun activities such as singing, educational games, body movements, Islamic clapping, the use of audio murottal (recitation of the Koran), and the provision of rewards to students. Teachers taught short surahs in stages using the talaqqi and repetition (muraja'ah) methods. Children appeared more enthusiastic about the lesson because the memorization process was not monotonous but instead integrated with play activities appropriate to the characteristics of early childhood.

Observations showed that most students were able to memorize short surahs well and showed increased motivation to learn. Furthermore, the classroom atmosphere became more active, communicative, and enjoyable, preventing children from getting bored easily during the learning process. According to interviews with class teachers, the edutainment method helped improve children's concentration in memorizing the Quran. Children find it easier to remember verses when learning is accompanied by songs, games, or interesting visual media.

Based on the research results, a clear picture of the implementation of edutainment in this study was obtained. This discussion section describes the research results and compares them with theoretical studies. Theories that have been discussed demonstrate that learning uses edutainment implementation. Therefore, the researcher will discuss the research results in more detail, comparing them with theoretical studies. After collecting data from observations, interviews, and documentation, the researcher will conduct data analysis to further explain the results. In accordance with the data analysis technique chosen by the researcher, qualitative analysis was used to analyze the data collected during the research at TK IT Al-Kiswah in Bengkulu City.

TK IT Al-Kiswah teachers implemented edutainment for each verse memorized by the students. The methods used included: communication and initial attention to attract students' interest, icebreakers and activities before memorizing short verses of the Quran to help them remember them, rewarding them with stars/awards, and modeling good behavior. Once students have mastered memorization, teachers maintain their memorization through group repetition, individual listening, daily review programs, and the "one verse a day" system.

Implementation of the Edutainment Method in Al-Qur'an Memorization Learning

The implementation of the edutainment method in Al-Qur'an memorization learning at Al-Kiswah IT Kindergarten was designed to create an enjoyable, meaningful, and developmentally appropriate learning environment for early childhood learners. Learning activities were organized by integrating educational objectives with entertaining experiences that encouraged children's active participation throughout the memorization process. Ramadhan (2022) explains that Qur'anic memorization during the golden age should be integrated with children's developmental characteristics rather than relying solely on repetitive instruction. Rather than emphasizing repetitive memorization alone, teachers incorporated various interactive activities that stimulated children's curiosity and enthusiasm. The instructional process reflected a child-centered learning approach in which students were actively involved in every stage of the lesson. Such an approach enabled children to memorize Qur'anic verses while simultaneously developing positive emotional experiences toward learning. These findings indicate that enjoyable learning environments effectively support the achievement of religious educational

objectives while maintaining children's enthusiasm throughout the instructional process.

Planning constituted an essential component of the implementation process because teachers carefully designed learning activities according to children's developmental characteristics and memorization targets. Lesson plans incorporated age-appropriate learning objectives, selected short Qur'anic verses, and determined suitable educational activities capable of maintaining children's attention. Educational planning also included the preparation of instructional media, classroom arrangements, and learning scenarios that encouraged active interaction among children. Hasbullah and Sanusi (2023) emphasize that successful Qur'an-based learning management begins with systematic planning covering annual programs, weekly activities, daily lesson plans, and memorization targets. Learning sessions were organized by considering children's concentration span, emotional readiness, and individual learning pace. Flexibility remained an important principle throughout the planning process, allowing teachers to modify activities according to classroom conditions and children's responses. Careful preparation ensured that educational and recreational elements were balanced throughout the learning experience.

Learning implementation began with opening activities intended to create a positive emotional atmosphere before introducing memorization tasks. Teachers greeted children warmly, led collective prayers, and conducted simple ice-breaking activities involving songs, rhythmic movements, and educational games related to Islamic values. Kurnianda and Rahimah (2024) found that joyful learning creates positive emotional experiences that increase children's participation and interest during classroom activities. Positive interaction between teachers and learners encouraged children to participate confidently without fear of making mistakes. The classroom atmosphere gradually became more relaxed, allowing students to demonstrate greater readiness for learning. Such conditions established a supportive environment that facilitated effective Qur'anic memorization. Opening activities therefore functioned not only as classroom routines but also as psychological preparation that increased children's motivation before entering the core learning session.

Core learning activities integrated multiple edutainment strategies to strengthen children's memorization abilities through enjoyable experiences. Teachers introduced Qur'anic verses using the *talqin* method followed by rhythmic repetition accompanied by attractive vocal intonation and simple body movements that helped children remember pronunciation patterns. Storytelling activities were frequently incorporated to explain the meaning and context of selected verses using language appropriate for early childhood learners. Educational games, picture cards, audiovisual media, and collaborative group activities were also utilized to reinforce memorization while maintaining children's motivation. According to Musfiroh (2017), learning through play enables children to acquire knowledge more effectively because positive emotions enhance memory retention and learning engagement. Children actively participated by repeating verses together, responding to teacher instructions, and encouraging one another during learning activities. The combination of various instructional techniques prevented monotony and enabled children to remain engaged throughout the memorization process.

Teachers assumed a central role as facilitators, motivators, and learning companions rather than functioning solely as knowledge transmitters. Continuous encouragement, verbal appreciation, and positive reinforcement were consistently

provided to increase children's confidence and willingness to memorize Qur'anic verses. Individual guidance was offered to learners experiencing pronunciation difficulties or requiring additional support during memorization. Brewer (2017) argues that teachers in early childhood education should create supportive learning environments that stimulate children's curiosity and active participation rather than emphasizing academic pressure. Teachers carefully observed children's emotional conditions and adjusted instructional approaches whenever signs of boredom or decreased concentration emerged. Opportunities for questioning, interaction, and collaborative learning encouraged children to express themselves freely within the classroom environment. Such responsive teaching practices strengthened teacher-child relationships while fostering positive attitudes toward Al-Qur'an memorization.

Instructional media represented another important element supporting the successful implementation of the edutainment method. Colorful visual materials, illustrated flashcards, educational videos, digital audio recordings, and simple learning props enhanced children's sensory experiences during memorization activities. Songs and rhythmic recitation created enjoyable repetition patterns that facilitated memory retention without creating feelings of pressure. Morrison (2018) emphasizes that early childhood learning becomes more effective when visual, auditory, and kinesthetic experiences are integrated into instructional activities. Movement-based activities further supported kinesthetic learners by connecting physical actions with verbal memorization. The integration of multiple learning media accommodated different learning styles while maintaining children's attention throughout instructional sessions. These varied educational resources enriched classroom interaction and contributed to a more dynamic learning environment.

Learning evaluation was conducted continuously through observation of children's participation, pronunciation accuracy, memorization progress, and classroom engagement rather than relying exclusively on formal assessment. Teachers monitored each child's ability to recite previously memorized verses and provided immediate feedback whenever corrections were required. Evaluation also considered children's confidence, enthusiasm, cooperation, and consistency during learning activities as indicators of successful implementation. Berk and Winsler (2017) explain that continuous assessment allows teachers to identify children's developmental progress while providing appropriate instructional support according to individual needs. Informal assessment enabled teachers to adjust learning strategies whenever difficulties emerged during memorization sessions. Parents were also encouraged to continue memorization practice at home, strengthening collaboration between school and family in supporting children's learning progress. Continuous evaluation therefore ensured that memorization development remained aligned with both educational objectives and children's developmental readiness.

Overall, the implementation of the edutainment method at Al-Kiswah IT Kindergarten demonstrates that enjoyable learning experiences effectively support Al-Qur'an memorization among early childhood learners. The integration of games, storytelling, songs, movement, audiovisual media, collaborative activities, and positive teacher-child interaction created a learning environment that encouraged active participation and sustained motivation. Suyadi (2017) states that meaningful learning experiences during early childhood should integrate play, exploration, and emotional engagement to optimize children's developmental potential. Careful planning, flexible instructional strategies, appropriate learning media, and continuous evaluation collectively contributed to the effectiveness of the memorization program.

The findings indicate that successful Qur'anic memorization is influenced not only by repetition but also by children's emotional comfort, meaningful engagement, and active involvement throughout the learning process. The implementation further illustrates that combining educational objectives with enjoyable experiences enables children to develop stronger memorization abilities while simultaneously fostering positive attitudes toward learning the Qur'an. This approach offers an innovative instructional model capable of supporting both religious education and holistic child development within Islamic early childhood education institutions.

The Contribution of the Edutainment Method to Children's Al-Qur'an Memorization

The implementation of the edutainment method made a substantial contribution to improving children's Al-Qur'an memorization by creating a learning atmosphere that was enjoyable, interactive, and free from psychological pressure. Children demonstrated greater enthusiasm when memorization activities were integrated with games, songs, storytelling, and movement rather than relying solely on repetitive recitation. Faqihuddin (2024) explains that multisensory learning involving visual, auditory, and kinesthetic stimulation significantly enhances children's engagement during Qur'anic memorization. Learning experiences that combined educational objectives with entertaining activities enabled children to participate actively throughout the instructional process. Positive emotional conditions encouraged children to memorize verses with greater confidence while reducing feelings of boredom commonly associated with conventional memorization practices. The learning environment also strengthened children's intrinsic motivation because memorization became an enjoyable activity rather than a compulsory classroom task. These findings indicate that edutainment effectively transforms the memorization process into a meaningful learning experience that corresponds to the developmental characteristics of early childhood.

Another important contribution of the edutainment method was the improvement of children's concentration and memory retention during memorization sessions. Activities involving visual media, rhythmic repetition, body movements, and interactive games stimulated multiple sensory experiences, allowing children to process and retain information more effectively. Research on early childhood development also demonstrates that children participating in structured Qur'an memorization programs show better development in cognitive, linguistic, and socio-emotional aspects than those who do not participate in similar programs (Solehuddin et al., 2021). The integration of auditory, visual, and kinesthetic learning experiences supported different learning styles and increased children's ability to recall previously memorized verses. Learning through enjoyable repetition also minimized cognitive fatigue while maintaining children's attention for longer periods. Hidayat (2017) further emphasizes that psychological readiness during early childhood plays an important role in strengthening memorization ability because children's memory develops rapidly during this developmental stage. Such findings demonstrate that memorization is strengthened not only through frequent repetition but also through meaningful learning experiences that engage children's cognitive and emotional capacities simultaneously.

The edutainment method also encouraged active participation and strengthened children's self-confidence throughout the learning process. Every child was provided with opportunities to recite verses individually, participate in group activities,

answer teachers' questions, and interact with classmates without fear of making mistakes. Positive reinforcement provided by teachers through praise, encouragement, and appreciation increased children's willingness to continue practicing their memorization. Collaborative activities further created a supportive classroom climate in which children motivated one another to achieve memorization targets. Rusdiah (2021) found that continuous support from teachers and parents creates a positive atmosphere that encourages children to memorize the Qur'an more confidently and consistently. Opportunities to perform memorized verses before peers also enhanced children's confidence in expressing their abilities. Such conditions fostered a positive learning culture characterized by cooperation, mutual encouragement, and active engagement.

Beyond improving memorization skills, the edutainment method contributed to the development of children's religious character and positive learning attitudes. Continuous exposure to Qur'anic verses through enjoyable instructional activities strengthened children's emotional attachment to the Qur'an while encouraging regular interaction with Islamic teachings. Habits such as beginning lessons with prayers, demonstrating respect during recitation, listening attentively, and cooperating with classmates gradually became integral parts of classroom routines. Farida (2025) explains that Qur'anic pedagogical methods emphasize moral formation alongside cognitive development through meaningful educational experiences. Children also developed discipline by consistently participating in daily memorization activities according to structured learning schedules. The integration of moral values within educational games and storytelling further reinforced desirable behaviors such as honesty, patience, responsibility, and mutual respect. These experiences demonstrate that Al-Qur'an memorization supported by edutainment contributes not only to cognitive achievement but also to children's spiritual, emotional, and social development.

The contribution of the edutainment method extended beyond classroom learning by strengthening collaboration between teachers and parents in supporting children's memorization progress. Teachers regularly communicated children's achievements and provided suggestions for continuing memorization activities at home using enjoyable approaches similar to those implemented in school. Chandra (2025) highlights that effective parental communication significantly supports children's religious learning and language development through continuous interaction at home. Such collaboration enabled children to experience consistency between school and family learning environments, thereby reinforcing memorization through continuous practice. Parents became more actively involved in accompanying children during home recitation sessions because learning activities were perceived as enjoyable rather than burdensome. This partnership strengthened children's motivation and provided additional opportunities for practicing memorized verses within everyday family interactions.

The findings further indicate that the edutainment method contributes to creating an inclusive learning environment that accommodates differences in children's learning abilities and developmental readiness. Teachers demonstrated flexibility by adjusting instructional strategies according to each child's pace of memorization while maintaining equal opportunities for participation. Children requiring additional guidance received individualized support without experiencing negative comparison with their peers. Luthfiah (2025) emphasizes that Islamic early childhood education should implement adaptive learning approaches that correspond to children's

developmental stages while integrating Islamic values into everyday classroom activities. Learning activities emphasizing cooperation rather than competition encouraged mutual assistance among classmates and reduced feelings of anxiety during memorization. Such inclusive practices ensured that every learner experienced meaningful progress according to individual potential while maintaining positive emotional well-being.

The effectiveness of the edutainment method also reflects the importance of integrating pedagogical innovation into Islamic early childhood education. Traditional memorization approaches remain valuable for developing accuracy and consistency; however, combining these approaches with enjoyable learning experiences increases children's engagement and long-term retention. Educational games, storytelling, music, movement, and audiovisual resources enrich instructional practices while maintaining the religious values embedded within Qur'anic learning. Sriyanto (2023) argues that innovative learning strategies improve children's cognitive competence because learning becomes more meaningful and actively involves learners throughout the instructional process. Such innovation demonstrates that educational effectiveness does not require abandoning traditional memorization methods but rather adapting them to children's developmental needs. The successful implementation observed at Al-Kiswah IT Kindergarten illustrates that pedagogical creativity can strengthen both academic achievement and character formation simultaneously.

Overall, the findings demonstrate that the edutainment method makes a comprehensive contribution to children's Al-Qur'an memorization by enhancing motivation, concentration, memory retention, classroom participation, self-confidence, religious character, and collaborative learning. The method creates meaningful educational experiences in which memorization is closely connected with children's emotional comfort and developmental readiness. Effective implementation depends on careful instructional planning, teacher creativity, appropriate learning media, continuous evaluation, and active parental involvement. Faqihuddin (2024) concludes that multisensory and enjoyable learning significantly improves children's memorization quality because it integrates educational objectives with active engagement throughout the learning process. The experience of Al-Kiswah IT Kindergarten confirms that enjoyable learning environments can significantly improve both the process and outcomes of Qur'anic memorization without compromising educational quality. The findings also suggest that integrating educational objectives with entertaining activities represents an effective instructional model for Islamic early childhood education. This approach may serve as a practical reference for other educational institutions seeking to develop innovative, child-centered, and sustainable Al-Qur'an memorization programs.

Conclusion

This study concludes that the implementation of the edutainment method in Al-Qur'an memorization learning at Al-Kiswah IT Kindergarten, Bengkulu City, has effectively created a child-centered learning environment that is enjoyable, interactive, and developmentally appropriate for early childhood learners. The integration of educational games, storytelling, songs, rhythmic repetition, movement, audiovisual media, and collaborative learning activities has increased children's motivation, concentration, active participation, and confidence throughout the memorization process. Beyond improving memorization achievement, the edutainment method has also contributed to the development of positive character traits, including discipline, responsibility, cooperation, respect, and a stronger

emotional attachment to the Qur'an. The findings further indicate that successful Qur'anic memorization is influenced not only by repetition but also by meaningful learning experiences supported by creative teachers, appropriate instructional media, continuous assessment, and active collaboration between schools and parents. These results demonstrate that the edutainment method represents an innovative and effective instructional approach for enhancing both the quality of Al-Qur'an memorization and the holistic development of early childhood learners. Future studies are recommended to investigate the effectiveness of the edutainment method across different educational settings and to combine qualitative and quantitative approaches in order to obtain a more comprehensive understanding of its impact on children's cognitive, affective, and spiritual development.

References

- Aida Hidayah. (2017). Metode Tahfidz Al-Qur'an untuk Anak Usia Dini. *Jurnal Studi Ilmu-ilmu Al-Qur'an dan Hadis*.
- Arief Faqihuddin. (2024). Multisensory approach in memorizing the Al-Quran for early childhood: Integrating technology and active learning. *Al-Ishlah: Jurnal Pendidikan*.
- F. Hidayat. (2017). A psychological study of Quran memorization for early childhood children. In *Proceedings of the 2nd Annual Conference on Islamic Early Childhood Education* (pp. 89–94).
- Dwi Yulianti., & Muhammad Slamet. (2019). The effect of memorizing Quran on the children's cognitive intelligence. *Humanities & Social Sciences Reviews*, 7(3), 571–575.
- Dian Novita Rusdiah. (2021). Implementation of Al-Qur'an memorization for early childhood: Case study of parents who have status as members of the Tabligh Jamaah in Banjarmasin City. *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam*, 11(1), 95–103. <https://doi.org/10.18592/jtipai.v11i1.6144>
- Nur Farida. (2025). Qur'anic pedagogical methods in Islamic child education. *Ethical Lingua / ETFLIN Journal*.
- N. Al Arifi. (2026). Challenges in Qur'anic memorization learning at elementary schools: A systematic literature review. *The Indonesian Journal of Islamic Education*. (Gunakan sebagai referensi tambahan jika diperlukan, meskipun fokusnya SD).
- A. Sriyanto. (2023). Cognitive competency of early children through Qur'an memorization learning. *Muaddib: Islamic Education Journal*.
- L. Luthfiah. (2025). Implementation of Islamic education curriculum in early childhood education: Challenges and solutions. *Journal of Early Childhood Islamic Education*, 2(1), 21–33.
- Muhammad Chandra. (2025). The role of parental communication in improving early childhood development through the Qur'an and Hadith. *International Journal of Early Childhood Islamic Education*.
- John W. Santrock. (2018). *Life-span development* (17th ed.). McGraw-Hill Education.
- Berk, L. E., & Winsler, A. (2017). *Scaffolding children's learning: Vygotsky and early childhood education*. National Association for the Education of Young Children.
- Brewer, J. A. (2017). *Introduction to early childhood education: Preschool through primary grades* (7th ed.). Pearson.
- Ismail, A. (2018). Pembelajaran Al-Qur'an pada anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 146–154.
- Kurniawan, H., & Mufidah, N. (2021). Implementation of tahfidz learning in early childhood education institutions. *Jurnal Pendidikan Islam*, 7(2), 113–126.
- Madyawati, L. (2016). *Strategi pengembangan bahasa pada anak*. Kencana.

-
- Morrison, G. S. (2018). *Early childhood education today* (14th ed.). Pearson.
- Musfiroh, T. (2017). *Edutainment pendidikan anak usia dini*. LaksBang Pressindo.
- Prasetyo, A., & Suyadi. (2020). Learning innovation in early childhood Islamic education through joyful learning. *Jurnal Pendidikan Usia Dini*, 14(2), 245–258.
- Suyadi. (2017). *Teori pembelajaran anak usia dini*. PT Remaja Rosdakarya.
- Yusuf, S., & Nurihsan, J. (2019). *Landasan bimbingan dan konseling perkembangan anak*. PT Remaja Rosdakarya.