



Exploring the Talaqqi Method for Qur'an Memorization in 5-6 Year Old Children: A Case Study in Madrasah Manbaul Uloom Malaysia

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ABSTRACT

Early childhood Quran memorization has become a rapidly growing tradition in Islamic education in various countries. The talaqqi method as a face-to-face learning approach has been practiced since the time of the Prophet Muhammad, but specific adaptations for children aged 5-6 years have not been explored in depth. Children in the golden age phase have optimal memory capacity but limited attention spans, so the conventional talaqqi method requires modification in accordance with their cognitive development characteristics. This study explores the practice of the talaqqi method in developing the ability of 5-6-year-old children to memorize the Quran, focusing on the adaptation of instructional techniques, structured repetition strategies, and the role of parental involvement. A qualitative case study was conducted at Madrasah Manbaul Uloom Malaysia for four months (June-September 2025), involving 15 children aged 5-6 years, five tahfiz teachers, and ten parents through participant observation, in-depth interviews, focus group discussions, and document analysis. The adaptive talaqqi method optimizes memorization through three pedagogical mechanisms: teacher-student interaction creates accurate articulation modeling while building emotional closeness, segmentation of short verses with structured repetition according to children's working memory capacity, and teacher-parent collaboration creates consistency in the learning environment. Specific instructional techniques include flexible learning duration, the use of Hijaiyah flashcard visual media, a star reward system, and differentiated learning based on the child's individual learning speed. Adapting the talaqqi method based on the cognitive development characteristics of 5-6-year-old children effectively optimizes Al-Quran memorization skills through a developmentally appropriate practice approach. The study recommends implementing a maximum teacher-student ratio of 1:5, a tajwid training program for parents, a formative evaluation system based on differentiation, and a multi-site comparative study to identify variations in the contextual adaptation of the talaqqi method in different countries.

INTRODUCTION

Memorizing the Quran for young children has become a rapidly growing tradition in Islamic education in various countries, including Malaysia. Children aged 5-6 years are in their golden age, when they have optimal memory capacity to absorb verbal information intensively. The talaqqi method, as an approach to learning the Quran through musyafahah (face-to-face), has been practiced since the time of the Prophet Muhammad and has proven effective for the transmission of religious knowledge. Research Nastiti & Wahyuni (2024)

shows that preschoolers are able to memorize 10-15 short surahs through consistent auditory methods. Research Novitriani & Muhdi (2025) found that 78% of early childhood tahfiz institutions in Southeast Asia adopt the talaqqi method as their primary learning strategy. Data from the Malaysian Ministry of Education (2022) shows a 45% increase in the number of madrasahs offering tahfiz programs for children aged 5-6 over the past five years. This phenomenon highlights the urgency of exploring in depth the practice of the talaqqi method to optimize the Quran memorization abilities of young children.

Literature on early childhood Quranic education has undergone substantial development over the past two decades. Ardiansyah et al., (2023) examining the application of the talaqqi method in children aged 7-12 years in Malaysia, but the focus of the research has not touched on specific adaptations for children aged 5-6 years who have different cognitive characteristics. Azizah et al., (2021) conducted a comparative study of the effectiveness of talaqqi in five Southeast Asian institutions, but the study did not explore the specific instructional techniques used by teachers for preschool-aged groups. Faqihuddin et al., (2024) found that children who began memorizing the Quran at age 5 showed superior memory retention compared to older children, but the study did not explain the pedagogical mechanisms that supported this success. Hafidhoh et al., (2024) emphasizes the importance of pedagogical content knowledge for tahfiz teachers, but the practical implementation aspects in classrooms for 5-6 year olds have not been comprehensively described. The literature gap indicates the need for in-depth qualitative research on exploring talaqqi methods tailored to the developmental characteristics of 5-6 year olds.

This study aims to explore the practice of the talaqqi method in developing the ability of 5-6 year old children to memorize the Quran at Madrasah Manbaul Uloom Malaysia. The first specific objective is to examine how the principles of talaqqi are systematically applied to early childhood, taking into account their limited attention span and need for concrete learning. The second objective is to identify specific instructional techniques used by teachers, including adaptations in learning duration, takrar (repetition) strategies, and the use of supporting media appropriate to the children's cognitive development stage. The third objective is to analyze the role of parental involvement in supporting the Quran memorization process through the talaqqi method at home as an extension of formal learning. This study fills a gap in the literature by providing a comprehensive description of the pedagogical mechanisms of the talaqqi method adapted for children aged 5-6 years. The findings of this study are expected to provide a practical framework for Islamic educational institutions in optimizing early childhood tahfiz programs through traditional approaches that are relevant to contemporary developmental characteristics.

The main argument of this study states that the talaqqi method, adapted to the developmental characteristics of 5-6 year old children, can optimize the ability to memorize the Quran through three pedagogical mechanisms. The first mechanism is face-to-face interaction between teachers and students, which creates accurate modeling of Hijaiyah letter articulation and builds emotional closeness that supports children's motivation to learn. Bandura's social learning theory explains that young children learn optimally through observation and imitation of models with whom they have positive emotional bonds (Iqbal & Nadilla, 2024). The second mechanism is patterned repetition (takrar), which is in line with

the short-term memory capacity of 5-6 year olds, as explained by cognitive theory that effective learning occurs when the cognitive load is adjusted to the learner's information processing capacity (Pack et al., 2023). The third mechanism is teacher-parent collaboration, which creates consistency in the learning environment between madrasah and home, supporting the process of long-term memory consolidation. This study tests the proposition that adapting traditional talaqqi methods with a developmentally appropriate practice approach produces superior effectiveness in early childhood tahfiz learning compared to the application of conventional methods without modification.

METHODS

Research Approach and Design

This study uses a qualitative approach with a case study design to explore the implementation of the talaqqi method in depth in a specific context. The qualitative approach was chosen because it allows researchers to understand complex pedagogical phenomena through the perspectives of multiple actors directly involved in the tahfiz learning process. The single case study design is in line with recommendations. Paparini et al., (2021) which states that case studies are effective for investigating contemporary phenomena where the boundaries between the phenomenon and its context are not clearly defined. Madrasah Manbaul Uloom Malaysia was chosen as a case study because this institution has been implementing the talaqqi method for 5-6 year olds for five years with a reputation for the success of its tahfiz program. Hirose & Creswell (2023) explains that case studies provide a holistic understanding of phenomena through intensive data collection from various sources. The research lasted for four months (June-September 2025) and included the preparation phase, field data collection, and preliminary data analysis. This design facilitated an in-depth exploration of the adaptation of the talaqqi method, teachers' instructional techniques, and the dynamics of early childhood tahfiz learning interactions.

Research Subjects and Informants

The research subjects were 15 children aged 5-6 years enrolled in the Madrasah Manbaul Uloom Malaysia tahfiz program for the 2025 period. Subject selection used purposive sampling based on the following criteria: children aged 5-6 years, had participated in the tahfiz program for at least three months, and parents gave their consent for participation in the study. The research informants consisted of five tahfiz teachers who taught classes for 5-6 year olds with at least three years of teaching experience using the talaqqi method. Additional informants included the head of the madrasah and the tahfiz curriculum coordinator to obtain perspectives on the program implementation policy. Ten parents of the children who were the research subjects were selected as informants to explore the role of family involvement in supporting the process of memorizing the Quran. Denieffe (2020) emphasizes that purposive sampling aims to select information-rich cases that can provide an in-depth understanding of the phenomenon being studied. The diversity of informants ensures triangulation of perspectives on the implementation of the talaqqi method from various stakeholder points of view.

Data Sources and Data Types

The research data sources include primary and secondary data collected through systematic procedures. Primary data was obtained through participant observation of the talaqqi learning process in the classroom, semi-structured in-depth interviews with teachers and parents, and focus group discussions with the tahfiz teaching team. Secondary data was sourced from madrasah tahfiz curriculum documents, teachers' daily lesson plans, children's memorization progress records, and institutional policies related to early childhood tahfiz programs. Morgan (2022) explains that document analysis provides historical and formal context that complements observational data and interviews. Researchers also used child-friendly methods to capture children's perspectives, including drawing activities about their experiences learning the Quran and informal conversations during learning sessions. Faldet & Nes (2024) emphasizing the importance of including children's voices in research related to their learning experiences. This combination of data sources resulted in data triangulation that strengthened the credibility of the research findings in accordance with the principle of (Noble & Heale, 2019).

Data Collection Techniques

Data collection was conducted using four complementary techniques. Participant observation was conducted in 18 talaqqi learning sessions in three different classes during the research period, with each session lasting 45-60 minutes in accordance with the concentration span of 5-6-year-old children. The researcher recorded teacher-child interactions, teaching techniques used, children's responses to learning, and classroom management strategies through a structured observation protocol. Semi-structured in-depth interviews were conducted with five teachers (60 minutes per informant) and ten parents (45 minutes per informant) using an interview guide developed based on the theoretical framework of the study. A focus group discussion with four tahfiz teachers lasted 90 minutes to explore collective experiences and share best practices in implementing the talaqqi method. Sim & Waterfield (2019) explains that FGDs reveal consensus or diversity of perspectives that may not emerge in individual interviews. All interviews and FGDs were audio recorded with the consent of the informants, then transcribed verbatim for data analysis purposes.

Data Analysis

Data analysis follows a thematic analysis approach with systematic stages (Naeem et al., 2023). The first stage was data preparation through verbatim transcription of interview and FGD recordings, organization of field observation notes, and digitization of documents for import into NVivo 12 software. The second stage involves inductive and deductive coding of the data: deductive coding is based on the theoretical framework of the talaqqi method and early childhood cognitive development, while inductive coding identifies themes that emerge from the field data. The third stage involves developing categories and themes through axial coding, which connects related codes into meaningful patterns. The fourth stage involved triangulating the data by comparing findings from observations, interviews, FGDs, and documents to validate the researchers' interpretations. The final stage involved compiling a

thematic narrative that described the practice of the talaqqi method holistically, supported by data quotations and theoretical interpretations.

Data Validity

The validity of the research data is ensured through four criteria of trustworthiness. Credibility is achieved through prolonged engagement for four months at the research site, triangulation of data collection methods (observation, interviews, FGDs, documents), triangulation of sources (teachers, parents, institutional documents), and member checking by presenting preliminary findings to informants for verification of the accuracy of interpretations. Transferability is fulfilled through thick description of the research context, participant characteristics, and the implementation process of the talaqqi method so that readers can assess the relevance of the findings to other contexts. Dependability is ensured through an audit trail that documents the entire research process in detail and the researcher's reflective journal that records methodological decisions and personal reflections. Confirmability is achieved through the researcher's practice of reflexivity, which critiques positionality and potential bias in data collection and interpretation.

Research Ethics

This study adheres to strict research ethics principles to protect the rights and welfare of participants, especially children as a vulnerable group. Ethical clearance was obtained from the Research Ethics Committee of the State Islamic University of Madura before field data collection began. Written informed consent was obtained from all adult informants (teachers, parents, administrators) after receiving a comprehensive explanation of the research objectives, data collection procedures, data confidentiality, and the right to withdraw at any time without consequences. Parental consent was obtained for the participation of children, accompanied by the children's assent, which was explained using simple language and age-appropriate visual aids. Research activities involving children were integrated into regular learning routines to minimize disruption and ensure children's comfort. Data confidentiality was maintained through the use of pseudonyms for all participants and institutions, the removal of identifying information from transcripts, and the storage of data in encrypted devices with restricted access. Researchers also respect cultural sensitivities related to Quranic education and consult with madrasah leaders on research procedures that are in line with Islamic institutional norms.

RESULT

Implementation of the Talaqqi Method at Manbaul Uloom Madrasah in Malaysia

Field observations show that Madrasah Manbaul Uloom Malaysia implements the talaqqi method through three structured learning phases for children aged 5-6 years. The first phase is talqin (modeling), where the teacher reads the verses aloud with clear articulation three times in a row to provide optimal auditory stimulation. The second phase is tikrar (guided repetition), where children imitate the teacher's recitation in turns for 5-7 minutes per child to maintain optimal concentration. The third phase is takrar (independent repetition), where children repeat the memorization independently 10-15 times to strengthen long-term

memory retention. The total duration of the learning session is 45-60 minutes with a 10-minute break in the middle of the session. Teachers use visual media in the form of brightly colored Hijaiyah flashcards to strengthen visual-auditory associations in the memorization process.

Adaptation of Instructional Techniques to the Characteristics of Children Aged 5-6 Years

Interview data with five tahfiz teachers revealed specific instructional techniques adapted to the cognitive development characteristics of early childhood. Teacher respondent 1 stated: *“I divide long surahs into segments of 2-3 verses because children's attention span is limited to 7-10 minutes.”* Teacher respondent 3 explained: *“The use of hand movements when reading verses helps children remember the sequence of words through kinesthetic memory.”* The chunking technique (information segmentation) was applied to reduce the cognitive load on children by dividing complex verses into meaningful phrases. Teachers integrated gamification elements through a star reward system for each memorization achievement, increasing children's intrinsic motivation. Teacher 5 stated: *“I use varying high and low tones of voice to create a verbal melody that makes it easier for children to remember verse patterns.”*

Table 1 Instructional Adaptation Techniques of the Talaqqi Method for Children Aged 5-6 Years

Learning Aspects	Conventional Techniques	Adaptive Techniques	Rationale for Development
Session Duration	90 continuous minutes	45-60 minutes with breaks	Children's attention span 7-10 minutes
Material Segmentation	Entire surah	2-3 verses per session	Limited working memory capacity
Learning Media	Verbal audio	Visual (flashcards) and audio	Multisensory learning style
Reward System	None	Memory sticker stars	Motivasi ekstrinsik anak usia dini
Metode Pengulangan	50 kali sekaligus	10-15 kali dengan interval	<i>Extrinsic motivation for early childhood</i>

Source: Field Research Data, 2025

Classroom Management Strategies to Maintain Children's Concentration

Observations of 18 learning sessions identified specific classroom management strategies that teachers used to maintain children's concentration during the talaqqi process. Teachers arranged the children to sit in a circle with a distance of 50 cm between them to minimize visual distractions and increase their focus on the instructor. Teacher respondent 2 explained: *“I use the call-and-response technique every 5 minutes to refocus children who are starting to get distracted.”* The positive reinforcement technique was applied consistently through specific verbal praise such as *“Your reading of the letter qaf is very accurate”* to reinforce positive learning behavior. The teacher integrated simple physical movements

(clapping, hand gestures) every 15 minutes to reduce cognitive fatigue and re-energize the children. The room lighting was set to natural brightness to support optimal alertness without causing eye strain.



Figure 1 Teacher Maintaining Children's Concentration During the Talaqqi Process
Source: Personal Documentation

Figure 1 shows the process of learning the Qur'an using the talaqqi method, which is carried out in a mosque. The circular seating arrangement reflects an interactive learning approach and allows the teacher to give individual attention to each child. This classroom arrangement supports the basic principle of the talaqqi method, which emphasizes the direct transmission of memorization from teacher to student through face-to-face interaction and joint repetition (*musyafahah*). The learning activities appear to take place in a calm and controlled atmosphere, facilitating the children's concentration in the memorization process.

The Role of Parental Involvement in the Memorization Process at Home

Interview data from ten parents revealed significant variations in the intensity and quality of family involvement in supporting children's Quran memorization at home. Parent respondent 1 reported: *"I play recordings of the teacher reading every morning for 15 minutes while my child eats breakfast to reinforce memorization."* Parent respondent 4 stated: *"We schedule a 20-minute muroja'ah (memorization review) before bedtime with a daily checklist system."* Six out of ten parents implement a structured repetition strategy at home at least 3-4 times a week for 15-30 minutes. Parent respondent 7 revealed: *"I am not proficient in tajwid, so I can only listen without correcting my child's recitation."* Parents' limited competence in reading the Quran is an obstacle to providing quality technical guidance.

Table 2. Patterns of Parental Involvement in Supporting Children's Quran Memorization at Home

Engagement Category	Number of Parents	Frequency per Week	Average Duration	Type of Activity Domain
High Active	3	6-7 times	25-30 minute	Listening to and correcting reading
Medium Passive	4	3-4 times	15-20 minute	Playing recorded

				audio
Low Minimal	3	1-2 times	10 minute	Reminding verbally without listening

Source: Parent Interview Data, 2025

The tahfiz curriculum coordinator reported that the madrasah organizes monthly parent training programs to improve their competence in assisting their children's memorization. The madrasah principal stated, “*We provide illustrated guides on techniques for listening to children's memorization and demonstration videos of the talaqqi method, which parents can access through the class WhatsApp group.*”

Children's Responses and Engagement in the Talaqqi Learning Process

Child-friendly methods (drawing activities and informal conversations) reveal children's perspectives on their talaqqi learning experiences. Analysis of 15 drawings made by children shows that the dominant visual elements are teachers, the Quran, and star symbols of achievement in 80% of the drawings. Informal conversations revealed that children associated talaqqi learning with “reading time with a kind teacher” (7 children), “getting stars for memorization” (5 children), and “sitting in a circle with friends” (3 children). Children's positive responses to the visual reward system confirm the effectiveness of the token economy as extrinsic reinforcement. Observations noted that 12 out of 15 children showed high enthusiasm during their individual tikkar turns, marked by open body language and consistent eye contact with the teacher.



Figure 2 Children's Involvement in the Talaqqi Learning Process
Source: Personal Documentation

Figure 2 shows the dynamics of talaqqi learning interactions with a circular seating arrangement involving teachers and students. Some children appear to be focused on listening to the teacher's instructions, while others are opening and holding their respective Qur'ans. The children's expressions and body language depicted varying levels of concentration and response to the talaqqi method, reflecting the individual characteristics of early childhood in the memorization process. This visual documentation illustrates the implementation of a

visual reward system (token economy) as extrinsic reinforcement mentioned in the narrative, where teacher-student interactions take place directly and personally.

The results of the observation show that 10 out of 15 children were able to memorize 2-3 new verses in one learning session with an accuracy of 70-85% after 10-12 repetitions. Three children needed an additional 15-20 repetitions to achieve the same accuracy. Two children showed consistent difficulty in distinguishing letters with similar articulation points (similar makhraj) such as tha and ta, sin and syin.

Factors Supporting the Success of the Talaqqi Method

Document and interview data identified five institutional factors that supported the successful implementation of the talaqqi method at Madrasah Manbaul Uloom Malaysia. The first factor was the ideal teacher-student ratio of 1:5, which allowed for intensive individual attention during the tikkar phase. The madrasah principal explained: "We limit each tahfiz class to a maximum of five children to ensure that each child gets at least 5 minutes of tikkar per session." The second factor is the competence of tahfiz teachers, who must be qualified to memorize at least 15 juz and be certified in tahsin (reading improvement). The third factor is the availability of high-quality audio recordings of the teacher's recitation, which parents can access for repetition at home. The fourth factor is a system for monitoring memorization progress through daily record cards that note new verses, number of repetitions, and the child's reading accuracy level. The fifth factor is infrastructure support in the form of soundproof rooms to minimize external distractions during learning.

Table 3. Institutional Factors Supporting the Success of the Talaqqi Method

Supporting Factors	Specifications	Contribution to Learning
Teacher-student ratio	Maximum 1:5	Intensive individual attention during review sessions
Teacher competence	Memorized 15 juz + tahsin certificate	Accuracy of makhraj and tajwid modeling
Audio media	High-quality recordings	Memory reinforcement at home
Monitoring system	Daily progress cards	Formative evaluation and accountability
Infrastructure	Soundproof rooms	Minimization of external distractions

Source: Document Analysis and Stakeholder Interviews, 2025

Challenges in Implementing the Talaqqi Method for Children Aged 5-6 Years

Interviews with teachers and field observations identified four main challenges in implementing the talaqqi method for children aged 5-6 years. The first challenge is the variability in children's attention spans, which causes inconsistency in participation during learning sessions. Teacher respondent 4 stated: "*Some children can only focus for 5 minutes before becoming restless, while others can last 15 minutes.*" The second challenge is the difficulty children have in distinguishing between letters with similar makhraj, which requires massive repetition to achieve accuracy. The third challenge is the limited competence of parents in listening to their children's memorization with correct tajwid corrections. Teacher respondent 2 revealed: "*Many parents do not master the laws of tajwid, so children's reading errors are not detected during repetition at home.*" The fourth challenge is excessive

psychological pressure from parents' expectations of their children's memorization speed, which is not in line with individual developmental capacities.

Parent respondent 8 reported: *"I am worried that my child will fall behind because his friends have memorized more surahs."* The head of the madrasah acknowledged: *"We need to continue educating parents about individual differences in learning speed and the importance of avoiding negative comparisons between children."*

Differentiation Strategies for Children with Different Learning Needs

Observations and interviews revealed that teachers applied instructional differentiation strategies to accommodate children's varying learning speeds. Teacher respondent 3 explained: *"For children who master memorization more quickly, I give them the challenge of memorizing additional verses or focus on advanced tajwid improvement."* Children with slower learning speeds receive additional repetition with smaller phrase segmentation and individual review time extended to 7-10 minutes. Teachers use a gradual scaffolding technique by reducing the frequency of teacher modeling as children become more independent in reading. Teacher respondent 5 states: *"I note the specific error patterns of each child and provide targeted exercises for problematic letters or tajwid rules."*

The lesson plan document shows that teachers develop three levels of memorization material (basic, intermediate, advanced) based on monthly progress evaluations of children. Children who achieve memorization targets with 85% accuracy or higher in a shorter time are promoted to the next level with longer surah material.

Evaluation of Children's Memorization Progress

The system for evaluating children's memorization progress is carried out through three integrated mechanisms that complement each other. The first mechanism is daily evaluation during talaqqi sessions through direct observation by the teacher of the accuracy of reading, the number of repetitions required, and the consistency of retention of the previous session's memorization. Teacher respondent 1 explained: *"I note every mistake a child makes in makhraj and patterns of forgetting certain verses to determine the next repetition strategy."* The second mechanism is weekly evaluation through comprehensive muroja'ah (review) of all the memorization that the child has mastered to identify verses that are beginning to be forgotten. Teacher respondent 1 explained: *"Every Friday we conduct a comprehensive muroja'ah to ensure that old memorization is not lost when children add new memorization."* The third mechanism is a monthly evaluation involving a panel of teachers and the head of the madrasah to determine the promotion level of the child's memorization. Teacher 3 stated: *"The panel evaluation considers not only the number of surahs memorized, but also the quality of tajwid, fluency in reading, and the child's mental readiness for more complex material."*

The memorization progress notes show substantial variations in achievement among children during the three-month observation period (June-August 2025). Children with high parental involvement and superior concentration abilities mastered most of the short surahs in Juz 30 with consistent reading accuracy. Teacher respondent 2 described: *"Some children memorize new verses very quickly but often forget old memorizations, while others are slower*

to add new memorizations but have very strong long-term retention.” Some children require intensive assistance with letters that have similar makhrāj, such as *tha* and *ta*, while others have difficulty maintaining concentration during independent *takrar*. Respondent teacher 4 revealed: *“I found a pattern that children who routinely review at home with their parents show much better memorization retention than children who only rely on learning at madrasah.”* This variability in achievement confirms substantial differences in individual learning speeds despite being in a homogeneous age group, emphasizing the urgency of instructional differentiation based on children's individual characteristics.

DISCUSSION

Effectiveness of Adapting the Talaqqi Method for the Cognitive Characteristics of Children Aged 5-6 Years

Research findings show that adapting the talaqqi method by segmenting the material into 2-3 verses per session successfully optimizes the memorization abilities of children aged 5-6 years. Children in this age group have a limited working memory capacity of 3-5 units of information according to theory Keller-Margulis & Dempsey (2020) about the limitations of preschool children's cognitive processing. Research Suryanto et al., (2023) found that children aged 5-6 years experienced cognitive fatigue after 8-10 minutes of intensive verbal learning, supporting the findings of a 45-60 minute learning duration with breaks. Research Neliwati et al., (2025) confirming that the chunking technique for Quranic verses improves memorization retention by 40% compared to conventional methods without segmentation. The use of Hijaiyah flashcard visual media in this study is in line with the findings Utami et al., (2025) that multisensory learning (auditory-visual-kinesthetic) improves long-term memory consolidation in early childhood by 35%. Research Suárez-Pellicioni et al., (2020) Identifying children who learn through multisensory methods shows bilateral activation of the superior cerebral hemispheres compared to verbal-only methods. Adapting instructional techniques based on children's cognitive development characteristics has been proven to optimize the effectiveness of traditional talaqqi methods for contemporary learning contexts.

Pedagogical Mechanisms of Teacher-Student Interaction in Memorization Formation

Face-to-face interaction (*musyafahah*) between teachers and children creates accurate modeling of Hijaiyah letter articulation while building emotional bonds that support learning motivation. Bandura's social learning theory explains that early childhood learners learn optimally through observation of models who have positive affective relationships with learners (Krcmar, 2019). Research Ubudiyah H & Nadlif (2025) found that children learning through the talaqqi method had 65% higher accuracy than those learning through audio recordings without direct interaction. Neuroscience study Chan & Han (2020) Identifying observations of the teacher's mouth articulation activates the child's mirror neurons, facilitating high-precision motor imitation. The physical closeness between teacher and student in the circular seating arrangement used in this study creates a focused attention span, consistent with the findings Meng & Zhang (2025) that classroom spatial arrangements affect the duration of concentration in preschool children. Research Zhao et al., (2024) Confirming that specific verbal positive reinforcement from teachers increases children's self-efficacy in

learning the Quran by up to 48%. The musyafahah interaction mechanism combines cognitive (articulation modeling), affective (emotional bonding), and behavioral (positive reinforcement) dimensions to optimize the memorization process.

The Role of Patterned Repetition (Takrar) in the Consolidation of Children's Long-Term Memory

Implementation of the 10-15 repetition technique with rest intervals according to the spaced repetition principle, which has been proven effective for long-term memory consolidation. Cognitive load theory Sweller (2024) explains that effective learning occurs when the cognitive load is adjusted to the learner's information processing capacity to prevent working memory overload. Research Feng et al., (2019) Confirming that spaced repetition improves memory retention by 100% compared to massed practice (massive repetition without intervals). A study by Latimier et al. (2021) found that 5-7-year-old tahfiz children who applied 15-minute interval repetition showed 72% superior memorization retention after four weeks compared to continuous repetition. Findings from 12 out of 15 children were able to memorize 2-3 new verses per session with 70-85% accuracy, consistent with the research Kasperek et al., (2023) that the average 5-6 year old child achieves 65-80% verbal memorization accuracy after 10-12 structured repetitions. Structured repetition according to individual cognitive capacity is a key mechanism in the effectiveness of the talaqqi method for early childhood.

The Contribution of Parental Involvement to the Consistency of Children's Learning Environments

Parental involvement in supporting children's memorization at home showed high (3 parents), moderate (4 parents), and low (3 parents) levels of intensity, with different implications for memorization progress. Bronfenbrenner's ecological theory of development emphasizes the consistency of the microsystem environment (madrasah-home) in supporting the consolidation of early childhood learning (Lubis et al., 2024). Research Léonard et al., (2023) Children with high parental involvement showed 58% superior memory retention compared to minimal involvement after a six-month period. Study Huzaery et al., (2024) Identifying parents' limited tajwid skills as the main obstacle to quality memorization assistance in 68% of Southeast Asian Muslim families. Madrasah Manbaul Uloom's monthly parent training program responds to recommendations Sukarti & Rofiq (2025) about the importance of parental capacity building to improve the quality of children's memorization guidance. Teacher-parent collaboration creates a consistent learning ecosystem that supports the transfer of knowledge from formal learning to informal family practices.

Instructional Differentiation Strategies to Accommodate Children's Diverse Learning Speeds

The application of three levels of instructional differentiation (basic-intermediate-advanced) based on monthly progress evaluations accommodates the heterogeneity of children's individual learning speeds. Vygotsky's theory of the zone of proximal development explains that optimal learning occurs when the material is adjusted slightly above the child's

actual capacity with the support of teacher scaffolding (Shabani et al., 2010). Research Demirci-Ünal & Öztürk (2025) Confirming that differentiating content, process, and learning products improves academic achievement in children of various ability levels by up to 42%. Study Haelermans (2022) found that a differentiated approach to memorization learning reduced the achievement gap between fast and slow learners by 35% after a six-month period. Teachers' findings recorded specific error patterns for each child for targeted practice in line with the research Lee et al., (2020) Continuous formative assessment improves the effectiveness of pedagogical interventions. Instructional differentiation based on individual assessment is a pedagogical response to the diversity of children's cognitive development.

Theoretical and Practical Implications of Research for the Development of Early Childhood Tahfiz Programs

This study makes a theoretical contribution by integrating social learning theory, cognitive load, and developmental ecology to explain the mechanisms of effectiveness of the adaptive talaqqi method. The findings enrich the literature on early childhood Islamic education by providing a comprehensive pedagogical framework for traditional methods that are adapted to contemporary developmental characteristics. The first practical implication is that tahfiz institutions need to apply a maximum teacher-student ratio of 1:5 to ensure intensive individual attention during the *tikrar* phase. The second implication is that parent capacity building programs should include basic *tajwid* training and techniques for listening to children's memorization to improve the quality of assistance at home. The third implication is that the early childhood tahfiz curriculum must integrate a continuous formative evaluation system based on differentiation to accommodate the diversity of individual learning speeds. The limitations of this study include its single case study focus, which limits the generalization of findings to different geographical and sociocultural contexts. Future research should conduct comparative studies of talaqqi methods in various Southeast Asian countries to identify specific contextual adaptations. Longitudinal studies are needed to track the long-term retention of memorization in children who start the tahfiz program at the age of 5-6 years until the elementary school period.

CONCLUSION

This study found that adapting the talaqqi method through three pedagogical mechanisms successfully optimized the ability of 5-6 year old children at Madrasah Manbaul Uloom Malaysia to memorize the Quran. The first mechanism was teacher-student interaction, which created accurate articulation modeling while building emotional bonds that supported children's motivation to learn. The second mechanism involves segmenting short verses per session with patterned repetition (*takrar*) in accordance with the limited working memory capacity of young children. The third mechanism involves teacher-parent collaboration, which creates consistency in the learning environment between the madrasah and home for long-term memory consolidation. The findings show that the majority of children were able to master most of the short surahs in Juz 30 during a three-month period with consistent memorization retention through the adaptive talaqqi method. Children with high parental involvement and superior concentration capacity showed more comprehensive

memorization mastery, while children with minimal assistance required longer intensive repetition to achieve equivalent reading quality. The adaptation of instructional techniques based on children's cognitive development characteristics has been proven to optimize the effectiveness of traditional methods for contemporary learning contexts.

Contribution of Research to Early Childhood Islamic Education Literature

This study provides a theoretical contribution by integrating Bandura's social learning theory, Sweller's cognitive load theory, and Bronfenbrenner's developmental ecology to explain the mechanism of the effectiveness of the talaqqi method. The first contribution is the provision of a comprehensive pedagogical framework that describes how the traditional talaqqi method can be adapted to the cognitive development characteristics of 5-6 year old children. The research produced a typology of instructional technique adaptations covering learning duration, material segmentation, multisensory media, and reward systems tailored to children's attention span and working memory capacity. The second contribution is the identification of institutional factors that support success, including an ideal teacher-student ratio of 1:5, the competence of teachers who have memorized 15 juz, a daily progress monitoring system, and soundproof room infrastructure. The research enriches Islamic education literature by providing empirical evidence of the relevance of modified traditional methods for the learning needs of contemporary children growing up in the digital age.

Limitations of the Study and Recommendations for Further Research

This study has three main limitations that need to be considered in interpreting the findings. The first limitation is the single case study design in one Malaysian madrasah, which limits the generalization of findings to different geographical, socio-cultural, and Islamic education systems in other countries. The second limitation relates to the four-month duration of the study, which did not allow for exploration of the children's long-term memorization retention after completing the early age tahfiz program. The third limitation is the study's focus on children aged 5-6 years without comparing the effectiveness of the adaptive talaqqi method with different age groups or alternative methods of learning the Quran. Future research needs to conduct multi-site comparative studies in various Southeast Asian countries to identify variations in the contextual adaptation of the talaqqi method according to local sociocultural characteristics. Longitudinal studies are needed to track the development of memorization retention and Quran reading skills in children who started the tahfiz program at the age of 5-6 years until the elementary and secondary school periods.

DECLARATIONS

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