



# The Effectiveness of the Kumon Learning Strategy in Enhancing Qur'anic Memorization among Kindergarten Children: A Study from an Educational Management Perspective

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## ABSTRACT

### Keywords:

Kumon learning strategy, Tahfiz education, educational management

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This study aims to analyze the implementation of the Kumon learning strategy in Tahfiz learning at the kindergarten level, with a focus on its effectiveness in improving children's Qur'anic memorization and the role of educational management in supporting the learning process. Specifically, the study examines the dimensions of planning, implementation, evaluation, and collaboration between teachers and parents in managing Tahfiz learning activities. This research employs a library research method by analyzing relevant literature related to the Kumon method, early childhood education, Tahfiz learning, and educational management. The findings indicate that the application of the Kumon learning strategy positively contributes to increasing children's learning independence, enhancing the effectiveness of repetition, and improving learning motivation in Qur'anic memorization. From an educational management perspective, effective instructional planning, systematic implementation, continuous evaluation, and strong teacher-parent collaboration are key factors in optimizing learning outcomes. The study implies that the Kumon method can serve as an alternative and innovative instructional strategy in early childhood Tahfiz education, strengthening learning management practices and fostering a harmonious partnership between schools and families to support children's holistic learning success.

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## INTRODUCTION

Qur'anic memorization (Tahfiz Al-Qur'an) has long been recognized as an essential component of Islamic education, particularly in shaping children's moral, cognitive, and spiritual development from an early age. For Muslim

societies, early exposure to the Qur'an is not merely a religious practice but also a cultural and educational investment aimed at preserving religious literacy and values across generations. The Qur'an itself emphasizes the ease of learning and memorization, as stated in Q.S. al-Qamar: 17, which affirms that Allah has made the Qur'an easy to learn for those who are willing to take lessons. This theological foundation provides a strong rationale for introducing Tahfiz programs at the kindergarten level. Empirical evidence also suggests that early childhood represents a "golden age" for memory development, during which children can absorb information rapidly through repetition and structured stimulation (Berk, 2013). Therefore, optimizing Tahfiz learning in early childhood education is not only religiously justified but also pedagogically strategic. However, achieving this goal requires appropriate learning strategies and sound educational management to ensure that memorization activities are developmentally appropriate, effective, and sustainable.

Despite the growing enthusiasm for early childhood Tahfiz programs, many educational institutions face significant challenges in implementing effective memorization learning (Adhinugraha et al., 2024). One major problem lies in the mismatch between traditional Tahfiz methods and the developmental characteristics of kindergarten children, who typically have limited attention spans and learn best through engaging and repetitive activities. In many cases, Tahfiz instruction is still conducted using rigid, teacher-centered approaches that place excessive cognitive demands on young learners (Kusumawati et al., 2025). This situation is exacerbated by limited instructional planning, inadequate learning management, and insufficient teacher training in early childhood pedagogy. Furthermore, parents' high expectations for rapid memorization outcomes often pressure schools to prioritize quantity over quality. These issues highlight a broader educational management problem, where the absence of systematic planning, implementation, and evaluation reduces the effectiveness of Tahfiz programs (Maulidah et al., 2023). Without innovative instructional strategies and collaborative management involving teachers, parents, and institutions, Tahfiz learning risks becoming burdensome rather than meaningful for young children.

In practice, Tahfiz learning in kindergartens generally focuses on memorizing short surahs through repetition, listening activities, and teacher modeling. While such approaches can be effective, observations from various studies indicate that children's motivation and retention levels vary significantly depending on how learning is managed and delivered (Maskur, 2018). Many teachers struggle to maintain children's interest during memorization sessions, especially when learning activities lack variation and individual adaptation. Additionally, external factors such as academic workload, fatigue, and limited

parental involvement often hinder children's consistency in memorization (Sholihuddin et al., 2022). These field realities suggest that Tahfiz learning outcomes are closely linked to instructional management practices, including lesson planning, learning organization, and continuous assessment. When these managerial dimensions are weak, children may experience boredom, anxiety, or declining motivation. Consequently, there is an urgent need for learning strategies that are not only pedagogically sound but also manageable, flexible, and aligned with early childhood development principles.

Previous studies have explored various methods for enhancing Tahfiz learning in early childhood education. Research by Ainni and Khayroiyah (2023), Rizky Ramadhana (2022), and Rijal and Oktaviani (2017) emphasizes the importance of joyful learning approaches, such as singing, storytelling, and audio-based repetition, to support memorization in kindergarten settings. Other studies highlight the role of repetition (*tikrar*) and structured routines in strengthening long-term memory retention (Mulyasa, 2013). Meanwhile, studies on the Kumon learning method demonstrate its effectiveness in fostering independent learning, discipline, and confidence through systematic, individualized, and repetitive practice (Berebein et al., 2021). Although originally developed for mathematics and language learning, Kumon principles align well with early childhood cognitive development and differentiated learning approaches promoted in contemporary curricula, including Indonesia's Kurikulum Merdeka. However, most existing studies treat Tahfiz learning and the Kumon method as separate domains, without systematically integrating Kumon principles into Qur'anic memorization contexts.

From an educational management perspective, previous research has paid limited attention to how learning strategies such as Kumon can be planned, implemented, and evaluated within Tahfiz programs at the kindergarten level. Many studies focus primarily on learning outcomes, while overlooking managerial dimensions such as instructional planning, teacher roles, learning supervision, and collaboration with parents (Iswandi et al., 2023). Additionally, few studies address how individualized learning models can be adapted to religious education contexts in early childhood. This gap is significant, as effective Tahfiz learning requires not only appropriate teaching methods but also structured management processes that ensure consistency, sustainability, and stakeholder involvement. Therefore, there is a clear need for research that synthesizes pedagogical innovation with educational management principles to enhance the effectiveness of Tahfiz learning.

The novelty of this study lies in its integration of the Kumon learning strategy into Tahfiz education through an educational management lens. Unlike

previous studies that focus solely on instructional techniques, this research emphasizes how Kumon-based principles—individualized pacing, structured repetition, and independent learning—can be systematically managed within early childhood Tahfiz programs. By examining planning, implementation, evaluation, and teacher–parent collaboration, this study offers a comprehensive framework for managing Tahfiz learning more effectively. This approach represents a state-of-the-art contribution by bridging secular learning strategies and religious education, demonstrating that innovative instructional management can enhance both memorization outcomes and children’s learning experiences.

Based on the above discussion, the central research problem addressed in this study is: How effective is the Kumon learning strategy in supporting Tahfiz learning in kindergarten from an educational management perspective? This study argues that the systematic and individualized nature of the Kumon method, when properly planned and managed, can significantly enhance children’s Qur’anic memorization, learning independence, and motivation. Furthermore, effective educational management—particularly in instructional planning, implementation, evaluation, and stakeholder collaboration—serves as a critical factor in maximizing learning outcomes. By addressing this problem, the study contributes theoretically to the discourse on innovative learning management in early childhood religious education and practically to the development of more effective and child-friendly Tahfiz programs.

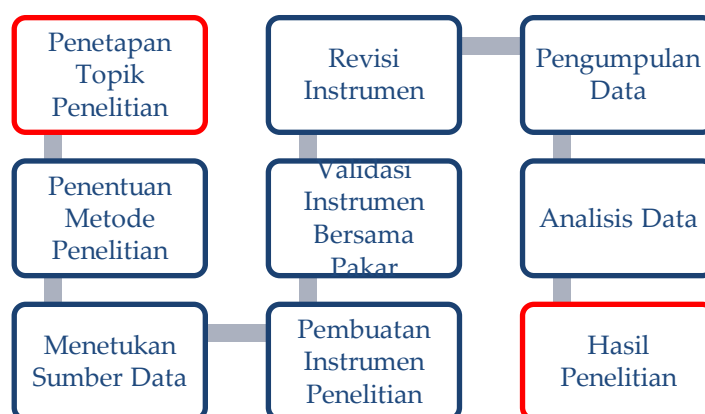
## **RESEARCH METHOD**

This study employed a qualitative research design using a case study approach. The qualitative case study was chosen to allow an in-depth and contextual analysis of the effectiveness of the Kumon learning strategy in Tahfiz learning, particularly from an educational management perspective. This approach enables researchers to explore complex educational phenomena holistically by examining instructional planning, implementation, evaluation, and stakeholder involvement within a specific learning context. The focus of the case study is not on statistical generalization but on analytical understanding derived from a detailed examination of relevant concepts, practices, and managerial dimensions found in existing literature. The qualitative case study design is considered appropriate because it facilitates the interpretation of meanings, patterns, and relationships embedded in the management of Tahfiz learning using the Kumon method.

As a library-based case study, this research did not involve a physical field location; instead, the “research setting” was conceptualized through selected

academic sources relevant to the management and implementation of the Kumon method in Tahfiz learning at the kindergarten level. The data were collected through documentation techniques by reviewing books, peer-reviewed journal articles, research reports, and policy documents related to early childhood education, Tahfiz learning, the Kumon method, and educational management. These sources were selected based on their relevance, credibility, and contribution to understanding instructional management practices, including learning planning, instructional organization, teacher roles, and parent–school collaboration. Expert discussions were also conducted conceptually by aligning the analyzed literature with established theoretical frameworks in qualitative research (Ubaidillah et al., 2022).

Data analysis followed an interactive qualitative analysis model consisting of data condensation, data display, and conclusion drawing or verification. Data condensation involved selecting, simplifying, and focusing information relevant to the effectiveness of the Kumon method in managing Tahfiz learning. The reduced data were then organized and displayed in the form of thematic narratives and conceptual relationships among categories such as learning independence, repetition effectiveness, motivation, and educational management functions. Finally, conclusions were drawn through continuous verification by comparing findings across sources to ensure consistency and analytical rigor. The overall research process is illustrated in **Figure 1**, which outlines the stages of research from topic determination, method selection, data collection, analysis, to reporting the research findings in the form of an academic article.



Gambar 1. Proses Penelitian

## RESULT AND DISCUSSION

### Improvement of Learner Independence

One of the most prominent findings of this study is that the Kumon method significantly contributes to the development of learner independence in Tahfiz learning at the kindergarten level. Independence is a key character value expected to be cultivated in early childhood education, as it supports self-regulation, confidence, and responsibility in learning activities (Syahrir, 2022). In Tahfiz learning, memorization is inherently an individual cognitive process, requiring personal focus and repeated engagement with Qur'anic verses. The Kumon method aligns with this nature by emphasizing self-paced and self-directed learning, allowing children to progress according to their individual abilities.

However, the application of independent learning principles in kindergarten settings requires careful educational management. Unlike older learners, young children still need structured guidance and emotional support from teachers. From a management perspective, this condition necessitates the implementation of supervisory and controlling functions to ensure that independent learning does not turn into unguided or ineffective learning (Raima, 2021). Teachers play a critical role in designing the transition from guided instruction to semi-independent memorization, particularly during the early stages of Tahfiz learning.

Effective instructional supervision enables teachers to monitor children's engagement, learning pace, and interaction patterns throughout the memorization process. This supervision ensures that children remain focused and motivated while preventing negative behaviors such as disengagement or peer distraction. Moreover, supervision allows teachers to provide timely feedback and reinforcement, which are essential for sustaining children's confidence in memorizing Qur'anic verses independently.

Furthermore, the emphasis on independence naturally leads to diverse learning outcomes among students. Some children demonstrate rapid memorization abilities, while others progress more slowly. Rather than perceiving this diversity as a problem, effective educational management frames it as an opportunity for differentiated instruction. Teachers are challenged to creatively organize learning activities and adjust instructional strategies to accommodate individual differences, thereby fostering inclusive and effective Tahfiz learning environments.

### **Combination of Repetition and Activity Variation**

Another key finding highlights the effectiveness of combining systematic

repetition with varied learning activities in Kumon-based Tahfiz instruction. Repetition is a fundamental principle in both the Kumon method and Tahfiz learning, as consistent rehearsal strengthens memory retention and supports the transition from short-term to long-term memory. From a cognitive and pedagogical standpoint, repeated exposure to Qur'anic verses enhances accuracy, fluency, and recall, particularly among young learners.

Nevertheless, repetition alone may lead to boredom if not managed appropriately. Therefore, educational management plays a crucial role in instructional planning by integrating repetition with creative and engaging activities. Studies emphasize that variation in learning activities helps maintain children's motivation and attention while reinforcing memorization outcomes (Nafiah et al., 2022). This strategic combination ensures that repetition remains meaningful rather than monotonous.

In practice, variation can take the form of memory games, Qur'anic puzzles, movement-based memorization, and audio-assisted learning. Such activities not only support cognitive processing but also stimulate children's motor and sensory development. From a management perspective, these variations require careful organization of learning resources, time allocation, and classroom routines to ensure that learning objectives remain aligned with Tahfiz goals.

The repetitive aspect of Kumon-based Tahfiz learning also aligns closely with the Jibril method, which emphasizes repeated recitation and reinforcement of memorized verses (Iswandi, 2018). Whether conducted individually or collectively, repetition enhances motivation and creates a shared learning culture among students. Over time, this structured repetition fosters discipline and instills the value of Qur'anic memorization as a meaningful and habitual practice in children's daily lives.

### **The Importance of Parental Support**

Parental support emerged as a crucial factor influencing the effectiveness of the Kumon method in Tahfiz learning. In the Kumon learning philosophy, parents are positioned as learning partners who facilitate independent practice at home. This principle is equally relevant in Tahfiz education, where consistent reinforcement outside the classroom is essential for maintaining memorization quality and continuity.

From an educational management perspective, parental involvement extends the learning environment beyond the school setting. Parents need clear guidance and structured instructions from teachers on how to assist children with repetition at home without exerting excessive pressure. Such guidance reflects the managerial function of coordination between school and family to

ensure consistency in instructional approaches.

Parental participation also contributes to formative evaluation processes. Through regular communication with teachers, parents can monitor children's progress, identify learning difficulties, and adjust support strategies accordingly. This collaborative evaluation strengthens the overall effectiveness of Tahfiz learning management and ensures that instructional goals are jointly supported by both parties (Rusdiah & Nasyafia, 2021).

Conversely, limited parental involvement often results in fragmented learning experiences. When parents neglect their role in supporting children's education, particularly in Tahfiz learning, children may struggle to retain memorization or lose motivation. This finding underscores the importance of parental engagement as an integral component of effective educational management in early childhood Tahfiz programs.

### **Teacher–Parent Collaboration**

The findings further emphasize that strong collaboration between teachers and parents is essential for the successful implementation of the Kumon method in Tahfiz learning. The Kumon approach inherently requires cooperation between school-based instruction and home-based practice, making collaborative management indispensable. Teachers and parents must share a common understanding of learning objectives, instructional strategies, and developmental expectations.

From a management standpoint, collaboration can be facilitated through structured programs such as parent orientation sessions, workshops, and regular progress meetings. These initiatives help parents understand their role in supporting independent learning and ensure alignment between home and school educational practices (Asfiah & Ilham, 2019). Such collaborative planning strengthens instructional coherence and reduces misunderstandings regarding children's learning progress.

A lack of harmony between teachers and parents often leads to inconsistent educational approaches, which can negatively affect children's learning experiences. Differences in expectations, discipline styles, or instructional priorities may confuse children and reduce the effectiveness of Tahfiz learning. Therefore, effective educational management must prioritize communication and partnership-building as core strategies.

Ultimately, sustained teacher–parent collaboration contributes to shared educational success. When both parties work toward common goals, children benefit from a supportive and consistent learning environment. This synergy enhances motivation, reinforces memorization practices, and strengthens children's emotional and spiritual connection to the Qur'an. Thus, Kumon-based

Tahfiz learning serves not only as an instructional innovation but also as a catalyst for strengthening educational partnerships in early childhood education.

## CONCLUSION

The findings of this study indicate that the Kumon method serves as an effective alternative learning strategy for enhancing Qur'anic memorization in kindergarten-level Tahfiz education. The primary lesson drawn from this research is that systematic, repetitive, and individualized learning—when managed through proper instructional planning, supervision, and evaluation—can significantly improve children's learning independence, motivation, and memorization outcomes. Moreover, the study highlights the critical role of educational management, particularly teacher-parent collaboration, in sustaining consistent learning practices between school and home. Harmonious cooperation ensures alignment in educational values and learning approaches, which ultimately contributes to children's holistic academic and spiritual development.

In terms of scholarly contribution, this study strengthens the discourse on innovative learning management by integrating the Kumon method into early childhood religious education, an area that has received limited attention in previous research. However, this study is limited by its library research design, which relies solely on secondary data and does not capture empirical classroom practices. Future research is therefore recommended to employ field-based qualitative or mixed-method approaches to examine the practical implementation of Kumon-based Tahfiz learning, explore its long-term impact on memorization retention, and further analyze the role of instructional leadership and school-based management in early childhood Tahfiz programs.

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