



Instructional Mnemonic Strategies in Fiqh Learning for Non-Residential Students: Enhancing Memory Retention and Active Learning

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ABSTRACT

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This study aims to analyze the implementation of instructional mnemonic strategies in Islamic jurisprudence (Fiqh) learning for non-residential students and to identify the factors supporting and hindering their implementation. This study employed a qualitative case study approach. Data were collected through in-depth interviews, observations, and documentation involving Fiqh teachers, non-residential students, and program coordinators. The data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The findings reveal that instructional mnemonic strategies were implemented through abbreviations, acronyms, songs, nadzam (rhythmic verses), rhythmic repetition, flash quizzes, and active recall integrated with the talaqqi learning system. These strategies enhanced students' memory retention, learning motivation, classroom participation, and independent learning skills. Their successful implementation was supported by students' characteristics, a conducive Islamic learning culture, teachers' creativity, and adequate learning facilities. However, differences in students' abilities, limited instructional time, an overreliance on memorization, and insufficient learning supervision outside the classroom remained significant challenges. The study implies that instructional mnemonic strategies offer an innovative and effective pedagogical approach for improving Fiqh learning among non-residential students.

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INTRODUCTION

The quality of Islamic education has become a strategic concern in contemporary society because it shapes not only students' religious knowledge but also their ethical reasoning, social responsibility, and decision-making in everyday life (Mocko et al., 2024; Sapiudin et al., 2022). Among various Islamic

disciplines, Fiqh plays a central role in developing students' understanding of Islamic legal principles governing worship, social interactions, and moral conduct (Sapiudin et al., 2022). Therefore, effective Fiqh instruction is essential for preparing learners to interpret and apply Islamic teachings appropriately within changing social contexts. Rather than emphasizing rote memorization alone, contemporary Islamic education is expected to cultivate analytical thinking, contextual understanding, and the ability to relate legal rulings to their underlying objectives. Auda (2021) argues that Islamic legal education should be grounded in the *maqasid al-shariah* approach, enabling students to understand both the textual foundations and the social purposes of Islamic law. Likewise, Fiqh learning at the junior secondary level should encourage higher-order thinking and contextual problem solving in addressing religious issues relevant to students' daily experiences (Sapiudin et al., 2024). Consequently, improving instructional practices in Fiqh education has become increasingly important for strengthening the quality and relevance of Islamic education in modern society (Tabroni et al., 2022).

Despite this expectation, many Islamic educational institutions continue to rely on conventional instructional approaches that position teachers as the primary source of knowledge while limiting students' active engagement in learning. Teacher-centered instruction, characterized by lectures, repetitive note-taking, and memorization, remains dominant in Fiqh classrooms despite the growing demand for student-centered pedagogies. Such practices often fail to encourage meaningful understanding, critical reflection, or long-term knowledge retention. Nasir (2020) explains that traditional instructional patterns remain prevalent in Islamic education and frequently reduce students' participation during classroom activities. Similarly, Mawardi, Raharjo, and Fahm (2021) emphasize that educational innovation in Islamic schools still faces significant challenges in adapting instructional methods to the characteristics and learning preferences of contemporary students. As a result, Fiqh is frequently perceived as a difficult and monotonous subject because students are expected to memorize numerous Arabic terms, legal classifications, and procedural concepts without sufficient opportunities to construct meaningful understanding. This condition highlights the urgent need for more engaging and cognitively supportive instructional strategies (Rizal, 2020).

The complexity of Fiqh learning constitutes one of the major challenges underlying the need for instructional innovation. Unlike many other school subjects, Fiqh requires students to master interconnected concepts involving legal categories, procedural sequences, conditions, pillars of worship, and detailed jurisprudential terminology. Furthermore, Islamic boarding school based education commonly integrates classical Islamic texts (*kitab kuning*) and

Arabic legal expressions into classroom instruction, requiring students to possess adequate linguistic competence alongside conceptual understanding. Saputra, Warisno, Ansori, Andari, and Andayani (2023) explain that Islamic boarding school education strongly emphasizes memorization and mastery of classical texts as fundamental traditions of Islamic scholarship. Chang et al., (2022) argue that Arabic functions as an essential epistemic instrument for understanding Islamic legal sources. When such complex materials are delivered primarily through lectures and linear memorization, students tend to experience excessive cognitive load, making it difficult to retain information and apply it meaningfully in different learning contexts.

These instructional challenges are increasingly evident among non-residential students who do not remain in the Islamic boarding school environment after formal learning activities conclude. Unlike residential students who continue receiving structured academic guidance and religious reinforcement throughout the day, non-residential students return home immediately after school and often lack opportunities for systematic review, peer discussion, and continuous supervision. Consequently, they face greater risks of forgetting procedural and classificatory Fiqh concepts that require repeated retrieval and reinforcement. Auda (2021) notes that students living outside boarding schools encounter more environmental distractions and psychological challenges that influence their learning consistency. Preliminary classroom observations also indicate that many non-residential students struggle to maintain long-term retention despite achieving satisfactory short-term academic performance. This phenomenon suggests that instructional approaches emphasizing memory reinforcement, active retrieval, and meaningful associations deserve further investigation to support sustainable Fiqh learning among students with limited learning support beyond the classroom.

Although mnemonic instructional strategies have been widely investigated in educational research, their application in Islamic education remains relatively limited and fragmented (Wijaya, 2024; Alifah & Pasaribu, 2026). Previous studies have primarily demonstrated the effectiveness of mnemonic techniques in improving vocabulary acquisition, memory retention, and learning achievement across different educational contexts. Anuyahong and Pengnate (2023) reported that mnemonic strategies enhance students' memory by facilitating meaningful associations during information encoding and retrieval. Similarly, Babalola (2023) found that mnemonic instruction improves students' academic performance and mindfulness by strengthening long-term memory formation. In language learning, Qu, Liu, Qiao, and Wang (2024) demonstrated that keyword mnemonics combined with retrieval cues significantly improved learners' retrieval practice. Within Islamic education,

Ferdinand and Yasry (2023) showed that keyword mnemonic techniques effectively supported Arabic vocabulary acquisition, while Sahmat and Zamri (2024) reported positive effects of mnemonic techniques on tajwid learning through structured repetition and concept grouping. Furthermore, Supriyanto, Amrin, and Rifa'i (2022) found that nadzam-based memorization facilitated students' understanding of Fiqh concepts. Collectively, these studies indicate that mnemonic strategies function not merely as memorization tools but as pedagogical approaches capable of supporting meaningful cognitive processing.

Despite these encouraging findings, several important gaps remain unresolved (Arteaga et al., 2024 Negt & Haunschild, 2025). Existing studies have concentrated predominantly on Arabic language learning, Qur'anic memorization, tajwid, or general education, whereas empirical investigations examining mnemonic instructional strategies within Fiqh learning are still scarce. Moreover, previous research has largely emphasized instructional models such as contextual teaching and learning and problem-based learning to improve critical thinking and religious moderation in Islamic education (Rahmawati et al., 2021; Sapiudin, Zainuddin, & Salman, 2022). Although these approaches successfully promote conceptual understanding and higher-order thinking, they pay limited attention to strengthening students' memory retention of procedural and classificatory Fiqh concepts that constitute the foundation for more advanced legal reasoning. Another significant limitation concerns research participants. Most previous investigations have not distinguished between residential and non-residential students, despite evidence suggesting that differences in learning environments substantially influence students' religious learning experiences. Mulyana and Maylawati (2024) explain that non-residential students experience greater difficulties in maintaining consistent learning because of limited supervision outside school, while Supriyanto, Amrin, and Rifa'i (2022) emphasize the decisive role of learning environments in shaping students' religious understanding. Therefore, findings derived from residential students cannot be readily generalized to non-residential learners.

This study addresses these limitations by examining mnemonic instructional strategies specifically within Fiqh learning for non-residential students from a holistic pedagogical perspective. Rather than evaluating mnemonic techniques merely as memory aids, the study conceptualizes mnemonic instruction as an integrated learning strategy that combines abbreviations, acronyms, rhythmic repetition, songs, nadzam, flash quizzes, and active recall with interactive learning activities. The research also explores how these strategies operate within students' distinctive learning environments, identifies the factors supporting and constraining their implementation, and explains how mnemonic instruction contributes to meaningful learning beyond

simple memorization. By integrating memory-based instructional techniques with constructivist learning principles, this study extends the current discourse on Islamic pedagogy and offers a broader understanding of how cognitive support strategies can enhance conceptual understanding, learner engagement, and independent learning among non-residential students.

Based on these considerations, this study seeks to answer two principal research questions: (1) How are instructional mnemonic strategies implemented in Fiqh learning for non-residential students? and (2) What factors facilitate and hinder their implementation? This study argues that mnemonic instruction is more than a technique for improving recall; it represents an innovative pedagogical approach capable of reducing cognitive load, strengthening long-term retention, increasing students' learning motivation, and encouraging active participation in Fiqh learning. It is further argued that the effectiveness of mnemonic instruction depends not only on the instructional techniques employed by teachers but also on learners' characteristics, the surrounding learning culture, and opportunities for continuous reinforcement beyond classroom instruction. Accordingly, this study is expected to contribute both theoretically to the development of Islamic educational pedagogy and practically to the design of more effective Fiqh instruction for non-residential students in contemporary Islamic schools.

RESEARCH METHODS

This study employed a qualitative case study design to obtain an in-depth understanding of the implementation of instructional mnemonic strategies in Fiqh learning for non-residential students. A qualitative approach was selected because it enables researchers to explore participants' experiences, perceptions, and interpretations of social and educational phenomena within their natural settings. Villamin et al., (2025) explains that qualitative research is designed to investigate and interpret the meanings individuals attribute to social or human problems through inductive analysis and naturalistic inquiry. A case study was considered the most appropriate design because the research focused on a bounded educational phenomenon, namely the implementation of mnemonic instructional strategies within a specific Islamic educational context. The study was conducted at MTs Unggulan Al-Qodiri 1 Jember, an Islamic junior secondary school integrated with a boarding school system. The site was purposively selected because it has implemented mnemonic-based Fiqh instruction through a non-formal extracurricular program specifically designed for non-residential students, providing a unique context for investigating instructional practices, learner responses, and contextual factors influencing implementation.

Participants were selected using a combination of purposive sampling and snowball sampling to ensure that the collected data were rich, relevant, and directly related to the research objectives (Sabono et al., 2024). Purposive sampling enabled the researcher to recruit individuals who possessed substantial knowledge and direct experience regarding the implementation of mnemonic strategies in Fiqh instruction, while snowball sampling facilitated the identification of additional participants capable of providing complementary information. The participants included the vice principal for curriculum affairs, Fiqh teachers, the coordinator of the non-residential student program, and non-residential students who actively participated in mnemonic-based learning activities. Data were collected through semi-structured interviews, non-participant classroom observations, and document analysis. Semi-structured interviews allowed flexibility in exploring participants' experiences while maintaining consistency with the research objectives. Classroom observations were conducted to examine instructional interactions, students' engagement, and the practical implementation of mnemonic strategies. Documentary evidence, including instructional materials, lesson plans, students' learning records, and photographs, was used to enrich and triangulate the findings.

The researcher served as the primary research instrument (human instrument) throughout the investigation by collecting, interpreting, and analyzing the data, supported by interview protocols, observation guidelines, and documentation checklists. (Cleland et al., 2021) Data analysis followed the interactive model of Miles and Huberman, consisting of data condensation, data display, and conclusion drawing and verification. During the data condensation stage, interview transcripts, observation notes, and documentary evidence were systematically organized, coded, and reduced to identify information relevant to the research questions. The condensed data were subsequently presented through descriptive narratives and thematic matrices to facilitate interpretation and reveal relationships among emerging categories. The final stage involved drawing and verifying conclusions through continuous comparison of data obtained from multiple sources and collection techniques. To enhance the credibility and trustworthiness of the findings, source triangulation and method triangulation were employed by comparing evidence obtained from interviews, classroom observations, and documentary analysis (Sibbald et al., 2021). This iterative analytical process ensured that the interpretations accurately represented participants' experiences and the implementation of mnemonic instructional strategies within the investigated educational context.

RESULTS AND DISCUSSION

Results

Implementation of Instructional Mnemonic Strategies in Fiqh Learning

The findings indicate that the implementation of instructional mnemonic strategies in Fiqh learning for non-residential students was integrated into the existing instructional practices rather than introduced as a separate teaching method. Learning activities combined the traditional Islamic boarding school instructional system with several mnemonic techniques designed to strengthen students' memory and understanding of Fiqh concepts. Classroom observations showed that teachers employed abbreviations, acronyms, songs, nadzam (rhythmic verses), word associations, rhythmic repetition, flash quizzes, and active recall throughout different stages of instruction. These techniques were applied during concept introduction, explanation, reinforcement, review, and learning evaluation. The selection of mnemonic techniques depended on the characteristics of the instructional content, particularly topics involving sequential procedures, legal classifications, and conceptual relationships. Documentary evidence also demonstrated that mnemonic expressions had been incorporated into instructional materials, classroom notes, and learning resources used in the extracurricular Fiqh Junior program for non-residential students.

The findings further reveal that Fiqh instruction continued to preserve the traditional talaqqi learning system while integrating mnemonic activities into classroom practice. Each lesson generally began with the teacher reading passages from the Fiqh textbook, after which students translated important terms into Indonesian to facilitate literal comprehension of the text. The teacher then provided detailed explanations of the legal concepts, procedural rules, and classifications contained in the lesson before guiding students through memorization and oral review activities. At the end of each session, students completed memorization deposits by restating previously learned materials or answering oral questions presented by the teacher. Classroom observations showed that mnemonic techniques were incorporated throughout these instructional stages without replacing the traditional learning sequence. Instead, mnemonic activities complemented the existing talaqqi process by supporting students during memorization, concept reinforcement, and oral evaluation.

Interview data showed that teachers primarily implemented mnemonic strategies during the reinforcement stage of learning. According to the teachers, flash quizzes were frequently used before introducing new materials to encourage students to retrieve concepts learned in previous meetings. During these activities, students were randomly asked to mention the pillars, conditions,

classifications, or procedural steps related to particular Fiqh topics without consulting textbooks or personal notes. Songs and nadzam were also employed to facilitate memorization of materials containing sequential concepts, including the pillars of ablution, the pillars of prayer, categories of ritual impurity, purification procedures, and other procedural aspects of Islamic worship. Classroom observations confirmed that students repeatedly recited rhythmic verses together while simultaneously explaining the meanings represented by each mnemonic phrase. Teachers also adapted melodies, abbreviations, and mnemonic expressions according to the instructional objectives and characteristics of each lesson to maintain students' engagement throughout the learning activities.

Observation data demonstrated clear differences in classroom participation when mnemonic strategies were implemented. Students appeared more enthusiastic during lessons involving songs, rhythmic repetition, abbreviations, and flash quizzes than during conventional lecture-based sessions. Many students voluntarily participated in repeating mnemonic expressions, responding to spontaneous questions, and completing active recall activities conducted by the teacher. Interviews with students further revealed that mnemonic expressions were easier to remember because lengthy explanations had been transformed into concise verbal patterns. One example consistently observed during classroom instruction was the abbreviation "NiMaMuBaKiTer," representing the sequence of the pillars of ablution, namely intention, washing the face, washing both hands up to the elbows, wiping part of the head, washing both feet, and performing the acts in the prescribed order. Students reported that this abbreviation enabled them to recall procedural steps more quickly during classroom learning and while reviewing lessons independently at home.

Students consistently reported that mnemonic strategies supported their independent learning outside the classroom. Interviews revealed that abbreviations, rhythmic verses, and songs were easier to recall than repeatedly reading the Fiqh textbook. Several students explained that they often reviewed mnemonic expressions while traveling home, studying individually, or preparing for classroom assessments because the verbal patterns could be remembered without opening their learning materials. Classroom observations also showed that students were able to answer oral questions more confidently after practicing mnemonic-based repetition and active recall activities. Teachers confirmed that students generally demonstrated faster responses when recalling procedural sequences and legal classifications that had been introduced through mnemonic techniques. School documentation, including weekly learning

records, indicated that most non-residential students achieved the expected minimum learning standards after participating in the mnemonic-based learning activities conducted through the Fiqh Junior program.

The findings also demonstrate that the implementation of mnemonic strategies contributed to increased student participation during classroom learning. Observational data showed that students were more willing to ask questions, answer oral quizzes, and participate in group repetition activities than during conventional lecture sessions. The classroom atmosphere became more interactive because students responded collectively when teachers used rhythmic repetition, songs, and abbreviations throughout the lesson. Interviews further revealed that students experienced less anxiety when participating in learning activities because the mnemonic expressions simplified procedural concepts into shorter and more familiar patterns. Teachers likewise reported that students who had previously been reluctant to participate became more confident in answering questions and presenting memorized materials after mnemonic techniques were introduced. Classroom supervision records also described learning sessions as more active, communicative, and student-centered than those observed before the regular implementation of mnemonic instructional activities.

Another finding indicates that mnemonic strategies were integrated with contextual learning activities rather than being limited to memorization exercises alone. During classroom observations, teachers frequently related Fiqh concepts to situations encountered by students in their daily lives before introducing mnemonic expressions to reinforce important procedural steps or legal classifications. For example, discussions concerning ritual impurity and purification were connected with activities commonly performed by students at home and in school before students memorized the corresponding classifications through abbreviations or rhythmic verses. Interviews with teachers confirmed that this approach was intended to help students connect instructional content with familiar experiences while maintaining the use of mnemonic devices during concept reinforcement. Documentary evidence also showed that examples included in teaching materials reflected situations relevant to students' daily religious practices, enabling mnemonic expressions to be applied within meaningful learning contexts rather than as isolated memorization tools.

Finally, the findings reveal that mnemonic strategies were implemented without replacing the existing traditions of Islamic boarding school instruction. The Fiqh Junior textbook remained the primary instructional resource throughout the learning process, while mnemonic techniques functioned as complementary tools to strengthen students' understanding and memory. Classroom observations showed that teachers continued to follow the established

sequence of reading the text, providing explanations, guiding discussions, and evaluating students through memorization deposits. The textbook itself had been supplemented with Indonesian nadzam to facilitate students' memorization of procedural concepts and legal classifications. Interviews with teachers and school administrators indicated that the integration of mnemonic strategies had become a regular component of the instructional process and was consistently applied throughout the extracurricular program for non-residential students. This implementation allowed mnemonic activities to be incorporated into existing instructional routines without altering the fundamental structure of Fiqh learning.

Supporting Factors for the Implementation of Instructional Mnemonic Strategies

The findings identified several factors that supported the successful implementation of instructional mnemonic strategies in Fiqh learning for non-residential students. The first supporting factor was the students' learning characteristics. Classroom observations indicated that junior secondary students responded positively to instructional activities involving songs, rhythmic repetition, abbreviations, and interactive questioning. During learning sessions, students maintained their attention for longer periods and participated more actively when mnemonic techniques were incorporated into classroom instruction than when teachers relied solely on verbal explanations. Interviews further revealed that students considered mnemonic activities enjoyable because they transformed procedural and classificatory Fiqh concepts into simpler forms that were easier to remember. Teachers also reported that students demonstrated greater willingness to participate in classroom discussions and oral reviews after mnemonic strategies became a regular component of instruction. These observations consistently showed that students adapted quickly to mnemonic-based learning activities and actively engaged throughout the instructional process.

Another supporting factor identified in the study was the learning culture that had already developed within the Islamic boarding school environment. Observations showed that students were accustomed to daily routines involving memorization, repetition, oral recitation, and memorization deposits before the implementation of mnemonic strategies. These established learning habits enabled teachers to introduce mnemonic techniques without requiring major adjustments to classroom routines. Interviews with teachers and school administrators indicated that mnemonic activities complemented existing instructional practices because students were already familiar with repetitive learning processes. Documentary evidence further showed that the

extracurricular Fiqh Junior program had adopted instructional schedules emphasizing continuous review, oral practice, and regular memorization assessments. The integration of mnemonic techniques into these established learning routines occurred naturally because students had previously developed habits of reviewing and reciting learning materials as part of their regular educational activities within the madrasah environment.

Teacher creativity also emerged as an important supporting factor in implementing mnemonic strategies. Interviews revealed that teachers independently developed abbreviations, songs, rhythmic verses, and word associations according to the characteristics of each Fiqh topic. Rather than relying on a single instructional technique, teachers modified mnemonic expressions to match the complexity of procedural concepts, legal classifications, and sequential learning materials. Classroom observations demonstrated that teachers varied learning activities by alternating between songs, abbreviations, oral questioning, flash quizzes, and rhythmic repetition to maintain students' attention throughout each lesson. Teachers also adjusted mnemonic expressions whenever students experienced difficulties remembering particular concepts. Documentation of instructional materials confirmed that teachers had incorporated numerous self-developed mnemonic expressions into lesson notes and learning resources used during classroom instruction. This flexibility enabled mnemonic strategies to be adapted continuously according to instructional objectives and students' learning needs.

Institutional support was also identified as an important factor contributing to the implementation of mnemonic strategies. Documentary evidence showed that the madrasah provided learning facilities that supported classroom instruction, including a library, computer laboratory, Smart TV, and facilities for practical worship activities. Observations further indicated that these facilities were regularly utilized to support Fiqh learning activities both inside and outside the classroom. The instructional materials used in the Fiqh Junior program had also been supplemented with Indonesian nadzam, enabling students to memorize important procedural concepts more easily. Interviews with school administrators confirmed that the institution encouraged teachers to develop innovative instructional practices while maintaining the existing traditions of Islamic boarding school education. These findings indicate that the implementation of mnemonic strategies was supported not only by teachers and students but also by institutional resources and learning facilities that facilitated the instructional process.

Challenges in the Implementation of Instructional Mnemonic Strategies

The findings revealed several challenges encountered during the implementation of instructional mnemonic strategies in Fiqh learning for non-residential students. The primary challenge was that some students tended to focus on memorizing abbreviations, songs, or rhythmic patterns without fully understanding the legal concepts represented by those mnemonic expressions. Interviews with teachers indicated that several students were able to recall mnemonic phrases accurately but experienced difficulties explaining the meanings, legal principles, or procedural reasons underlying the memorized concepts. Classroom observations confirmed that, during oral questioning, some students could immediately mention abbreviations or rhythmic verses but required additional guidance when asked to elaborate on the content represented by those mnemonic devices. Consequently, teachers frequently provided further explanations and follow-up questions after memorization activities to ensure that students understood the instructional content rather than simply recalling mnemonic expressions.

Differences in students' learning abilities also emerged as a challenge during the implementation process. Observation data showed that students demonstrated varying levels of achievement in memorizing and understanding Fiqh concepts through mnemonic techniques. Some students were able to remember procedural sequences and legal classifications after limited practice, whereas others required repeated explanations, additional review sessions, and more intensive teacher assistance before achieving similar learning outcomes. Interviews with teachers confirmed that instructional pacing often had to be adjusted according to students' individual learning progress. During classroom activities, teachers occasionally repeated mnemonic expressions, simplified explanations, or provided additional examples to support students who experienced learning difficulties. These findings indicate that the implementation of mnemonic strategies required continuous instructional adjustments to accommodate differences in students' cognitive abilities, learning readiness, and rates of concept acquisition.

Limited instructional time represented another challenge identified during the study. Based on classroom observations and teacher interviews, each learning session included several instructional components, such as reading the textbook, explaining legal concepts, conducting memorization activities, practicing worship procedures, administering oral evaluations, and reviewing previous lessons. As a result, teachers were not always able to develop or apply mnemonic techniques comprehensively for every learning topic within the available instructional time. Teachers reported that some lessons required

additional classroom meetings because procedural concepts and legal classifications needed repeated reinforcement before students could recall them independently. Documentation of the instructional schedule also indicated that the extracurricular Fiqh Junior program operated within predetermined time allocations, limiting opportunities for extended mnemonic practice during regular learning sessions.

The findings further revealed that the consistency of mnemonic learning outside school remained a significant challenge for non-residential students. Unlike residential students who continued their learning activities within the boarding school environment, non-residential students returned home immediately after school and completed their learning independently. Interviews with teachers, school administrators, and students indicated that learning supervision outside school varied considerably among students. Some students regularly reviewed mnemonic expressions and completed independent practice at home, while others experienced interruptions caused by household responsibilities, limited parental supervision, or competing daily activities. Teachers also reported difficulties in monitoring whether students consistently repeated mnemonic materials outside classroom hours. Consequently, the continuity of learning depended largely on students' individual commitment and the level of support available within their home learning environments. These variations influenced the frequency of review activities and students' readiness during subsequent classroom learning sessions.

Discussion

The findings indicate that instructional mnemonic strategies can be effectively integrated into Fiqh learning without replacing the traditional talaqqi system. Instead, mnemonic techniques complemented existing instructional practices by facilitating students' memorization and retrieval of procedural and classificatory concepts. This finding supports previous studies showing that mnemonic strategies improve memory retention and learning performance. Anuyahong and Pengnate (2023) reported that mnemonic instruction strengthens memory through meaningful associations, while Babalola (2023) found that mnemonic techniques promote long-term retention. Similarly, Babalola (2023) demonstrated that retrieval cues enhance students' retrieval practice. Unlike these previous studies, which focused mainly on language learning and general education, the present study demonstrates that mnemonic strategies can also be effectively integrated into Fiqh instruction within a pesantren-based learning environment. This finding suggests that mnemonic instruction is compatible with traditional Islamic educational practices while supporting more effective learning processes.

The study also found that mnemonic strategies increased students' classroom participation through songs, nadzam, abbreviations, flash quizzes, and active recall activities. Students became more confident in answering questions, participating in discussions, and recalling previously learned concepts. These findings are consistent with the constructivist perspective, which views learning as an active process in which students build knowledge through participation and experience. Sharma and Sharma (2021) explain that constructivist learning promotes active engagement, while Angraini, Kania, and Gürbüz (2024) argue that contextual learning environments strengthen students' conceptual understanding. In this study, mnemonic strategies not only supported memorization but also encouraged students to actively retrieve information and connect Fiqh concepts with classroom activities and everyday situations. Theoretically, these findings reinforce the compatibility between constructivist learning principles and mnemonic instruction in Islamic education, particularly for learning procedural religious concepts.

A distinctive contribution of this study is its focus on non-residential students, who have received limited attention in previous mnemonic research. Earlier studies mainly examined mnemonic techniques in Arabic vocabulary learning, Qur'anic memorization, and tajwid instruction (Ferdinand & Yasry, 2023; Sahmat & Zamri, 2024). The present findings demonstrate that mnemonic strategies also support independent learning among non-residential students by enabling them to review Fiqh concepts through abbreviations, rhythmic verses, and active recall outside school hours. These findings complement Mulyana and Maylawati (2024), who emphasized the learning challenges experienced by non-residential students because of limited supervision at home. Therefore, this study contributes to Islamic education by extending the application of mnemonic instruction beyond language and memorization subjects to Fiqh learning while addressing the specific learning needs of non-residential students.

The findings also identified several factors influencing the successful implementation of mnemonic strategies, including students' characteristics, the boarding school learning culture, teachers' creativity, and institutional support. These findings are consistent with Saputra et al. (2023), who emphasized that memorization and talaqqi constitute important traditions in Islamic boarding school education. The study also supports Mawardi et al. (2021), who argued that instructional innovation depends not only on teaching methods but also on teachers' ability to adapt learning to students' needs. However, this study further revealed that mnemonic instruction was most effective when integrated into existing educational traditions rather than replacing them. Practically, this finding suggests that Islamic schools can adopt innovative instructional strategies while preserving their educational identity. Consequently, teachers are

encouraged to design mnemonic activities that align with students' learning characteristics and the institutional culture to create more engaging and effective Fiqh learning.

The study further revealed several implementation challenges, including students' tendency to rely on memorization, differences in learning abilities, limited instructional time, and inadequate learning supervision outside school. These findings support Nasir (2020), who criticized the dominance of memorization-oriented instruction in Islamic education, and Mawardi et al. (2021), who identified time constraints as a common obstacle to instructional innovation. The findings also complement Mulyana and Maylawati (2024), who reported that non-residential students often experience inconsistent learning because of limited supervision at home. Nevertheless, the present study demonstrates that these challenges can be addressed by combining mnemonic techniques with conceptual explanation, guided discussion, and continuous review. This result indicates that mnemonic strategies should function as cognitive supports rather than stand-alone memorization techniques, enabling students to develop both conceptual understanding and long-term retention of Fiqh knowledge.

The novelty of this study lies in the integration of instructional mnemonic strategies with the traditional talaqqi system in Fiqh learning for non-residential students within a pesantren-based educational context. Previous studies generally examined mnemonic strategies in language learning, Qur'anic memorization, or general education, whereas little attention has been given to their implementation in Fiqh instruction or to the unique learning characteristics of non-residential students. By examining both the implementation process and the supporting and inhibiting factors, this study provides a more comprehensive understanding of mnemonic instruction in Islamic education. Theoretically, the findings extend the application of constructivist learning and mnemonic theory to Fiqh education. Practically, they offer an alternative instructional model that helps teachers improve students' memory retention, participation, and independent learning while maintaining the pedagogical traditions of Islamic boarding schools.

CONCLUSION

This study demonstrates that instructional mnemonic strategies can be effectively integrated with the traditional talaqqi system to enhance Fiqh learning among non-residential students. The findings highlight that mnemonic techniques, including abbreviations, songs, nadzam, rhythmic repetition, flash quizzes, and active recall, not only facilitate students' retention of complex procedural and classificatory concepts but also promote greater classroom

participation, learning motivation, and independent study outside school. These findings suggest that mnemonic instruction serves as a pedagogical approach that complements rather than replaces traditional Islamic learning practices. The study contributes to Islamic education by extending the application of constructivist learning and mnemonic theory to Fiqh instruction while providing empirical evidence on their implementation among non-residential students, a context that has received limited scholarly attention. Nevertheless, the findings are based on a single qualitative case study and are therefore context-specific. Future research should employ quantitative or mixed-methods designs across diverse educational settings to examine the long-term effects of mnemonic strategies on conceptual understanding, memory retention, and learning achievement, as well as to evaluate their applicability in other areas of Islamic education.

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