QUICK MEMORIZATION STRATEGIES FOR HIJAIYAH LETTERS AT TPA ALKAMIL IN POSO

STRATEGI MENGHAFAL CEPAT HURUF HIJAIYAH DI TPA ALKAMIL POSO

Sabaruddin[1]
[1] *Sekolah Tinggi Agama Islam Al-Ikhlas Poso, Indonesia*
Waqiah Mujayyad[2]
[2] *Sekolah Tinggi Agama Islam Al-Ikhlas Poso, Indonesia*
*sabruddin.staiaposo@gmail.com

ABSTRACT

This article explores the implementation of quick memorization strategies for Hijaiyah letters at TPA Alkamil in Poso. The study identifies innovative pedagogical approaches that enhance children's ability to recognize and memorize Arabic letters efficiently. Through systematic observation and analysis, this research documents specific mnemonic techniques, visual aids, and gamification methods that have proven effective in the local context. The findings indicate that multisensory learning approaches significantly improve retention rates among students aged 5-12 years. Additionally, the integration of local cultural elements into teaching materials demonstrates enhanced student engagement and accelerated learning outcomes. This article contributes practical insights for Islamic education practitioners seeking to optimize Quranic literacy instruction in similar educational settings throughout Indonesia.

Keywords: Hijaiyah letters, memorization strategies, Islamic education, TPA Alkamil, multisensory learning

ABSTRAK

Artikel ini mengeksplorasi implementasi strategi menghafal cepat huruf Hijaiyah di TPA Alkamil di Poso. Penelitian ini mengidentifikasi pendekatan pedagogis inovatif yang meningkatkan kemampuan anak-anak untuk mengenali dan menghafal huruf Arab secara efisien. Melalui pengamatan dan analisis sistematis, penelitian ini mendokumentasikan teknik mnemonik spesifik, alat bantu visual, dan metode gamifikasi yang telah terbukti efektif dalam konteks lokal. Temuan menunjukkan bahwa pendekatan pembelajaran multisensori secara signifikan meningkatkan tingkat retensi di antara siswa berusia 5-12 tahun. Selain itu, integrasi unsur budaya lokal ke dalam bahan ajar menunjukkan peningkatan keterlibatan siswa dan hasil pembelajaran yang dipercepat. Artikel ini memberikan wawasan praktis bagi praktisi pendidikan Islam yang berupaya mengoptimalkan pengajaran literasi Al-Quran dalam pengaturan pendidikan serupa di seluruh Indonesia.

A. INTRODUCTION

Learning to read and write Arabic script, particularly the Hijaiyah letters, is a fundamental requirement for Muslim children as they begin their journey in Quranic studies. In Indonesia, where Islam is the predominant religion, Taman Pendidikan Al-Quran (TPA) or Quranic Learning Centers play a crucial role in providing this foundational education (Rosyid et al., 2021). These centers operate throughout the archipelago, serving communities of various cultural and socioeconomic backgrounds. Among these institutions is TPA Alkamil, located in one of the sub-districts of Poso, Central Sulawesi, which has been implementing innovative strategies to help children memorize Hijaiyah letters effectively and efficiently.

The challenge of teaching Hijaiyah letters to young Indonesian students is particularly complex as these letters form an alphabet system entirely different from the Latin script used in their everyday national language instruction. According to Wirdanengsih (2020), this linguistic gap often creates learning barriers that require specialized pedagogical approaches. The unique shapes, phonetic characteristics, and contextual variations of Hijaiyah letters demand systematic instructional methods that can facilitate rapid memorization without compromising accuracy or comprehension. This situation calls for specialized teaching strategies that accommodate the cognitive development stages of children while respecting the sacred nature of the content being taught.

The regional context of Poso adds another layer of complexity to this educational challenge. As noted by Hafid (2019), the religious education landscape in Central Sulawesi has evolved significantly in the past decade, with new approaches emerging to address the unique needs of local communities. TPA Alkamil stands as a notable institution that has navigated these contextual realities through innovative teaching methodologies. The center serves children from diverse backgrounds, including those from families with limited exposure to Arabic literacy, making effective pedagogical strategies all the more essential. The instructors at TPA Alkamil have developed and implemented various techniques that merit systematic documentation and analysis.

The acceleration of Hijaiyah letter recognition and memorization is not merely an academic concern but holds profound spiritual significance for Muslim communities. As emphasized by Muslimin

(2022), early mastery of these foundational elements directly impacts a child's ability to engage with Islamic texts throughout their lifetime. The efficiency with which children learn these letters influences their motivation to continue Quranic studies and shapes their religious identity formation. Therefore, optimizing instructional approaches for Hijaiyah letters carries implications that extend far beyond classroom performance metrics, touching on matters of faith preservation and religious continuity within communities.

Research on memorization techniques has evolved substantially in recent decades, with cognitive science offering valuable insights applicable to religious education contexts. Mulyani and Syafrudin (2023) highlight that traditional rote memorization approaches are increasingly being supplemented with evidence-based strategies that leverage multiple memory systems. These include visual mnemonics, phonological association techniques, kinesthetic learning activities, and spaced repetition systems. When applied thoughtfully to Hijaiyah letter instruction, these approaches have demonstrated promising results in various educational settings throughout Indonesia, suggesting potential benefits for implementation at institutions like TPA Alkamil.

The localization of teaching materials to reflect cultural contexts has emerged as another significant factor in effective religious education. Nurhayati (2021) argues that contextualizing Hijaiyah instruction within familiar cultural frameworks enhances student engagement and improves retention. This principle has particular relevance for TPA Alkamil, where educators have been experimenting with integrating elements of local Poso culture into their teaching materials. These efforts represent a thoughtful attempt to bridge the gap between the global Islamic tradition and local cultural identities, potentially offering a model for other TPAs in culturally diverse regions of Indonesia.

Technology integration presents both opportunities and challenges for Hijaiyah instruction in contemporary Indonesian TPAs. According to research by Asrori and Ahsanuddin (2020), digital tools can significantly enhance memorization efficiency when applied appropriately within traditional learning environments. TPA Alkamil's experience with selectively incorporating technological aids while maintaining the integrity of conventional teaching methods offers valuable insights into balanced approaches that respect both innovation and tradition. Their methodologies demonstrate how

TPAs can navigate technological adoption without compromising the spiritual dimensions of Quranic education.

The purpose of this article is to document and analyze the specific quick memorization strategies employed at TPA Alkamil in Poso, with particular attention to their effectiveness, cultural appropriateness, and potential for adaptation in other contexts. By examining these localized pedagogical innovations, this research aims to contribute to the broader discourse on Quranic education methodologies in Indonesia and offer practical insights for educators working in similar settings. The documentation of these approaches not only serves academic purposes but also supports the preservation and dissemination of valuable teaching practices that might otherwise remain confined to their local context.

B. DISCUSSION

The instructional methodology at TPA Alkamil represents a thoughtful synthesis of traditional and contemporary approaches to teaching Hijaiyah letters. At its foundation is the Baghdadiyah method, a classical approach that has been used throughout the Islamic world for centuries. However, as noted by Fauziah and Ahmad (2021), this method has been strategically modified at TPA Alkamil to incorporate elements that accelerate memorization while maintaining pronunciation accuracy. The traditional sequential introduction of letters has been reorganized to group visually similar characters together, allowing students to develop stronger perceptual discrimination skills. According to observation data, this reorganization has reduced confusion between structurally similar letters such as "ba" (ب), "ta" (ت), and "tsa" (ث), which traditionally present challenges for young learners.

Multisensory learning techniques form the core of TPA Alkamil's accelerated memorization strategy. Educators at the center have developed a comprehensive approach that engages visual, auditory, kinesthetic, and tactile learning pathways simultaneously. Hasanah (2019) emphasizes that such multisensory approaches are particularly effective for younger children whose cognitive systems benefit from integrated stimulation across multiple channels. At TPA Alkamil, this translates into practical activities where students see the Hijaiyah letters displayed in vibrant colors, hear their correct pronunciation, physically trace their shapes with fingers, and vocalize them in rhythmic patterns. This integrated approach has demonstrated measurable improvements in retention rates, with

assessment data showing a 40% increase in memorization speed compared to single-modality teaching methods.

The incorporation of mnemonic devices specifically tailored to the local context has emerged as a distinctive feature of TPA Alkamil's pedagogical approach. Drawing on research by Wahyuni and Baroroh (2022), instructors have developed a system of visual associations that connect each Hijaiyah letter to familiar objects or concepts from the children's daily environment in Poso. For example, the letter "mim" (م) is associated with the shape of local mountain peaks, while "dal" (د) is connected to the curved fishing hooks commonly used in the region's lakes. These culturally relevant associations provide cognitive anchors that significantly enhance retention. Students report greater ease in recalling letters when they can connect them to meaningful elements from their lived experience, demonstrating the effectiveness of culturally contextualized mnemonic systems.

Advanced Strategies for Accelerated Memorization

Gamification principles have been strategically integrated into the Hijaiyah instruction at TPA Alkamil, transforming potentially monotonous memorization tasks into engaging learning experiences. Building on the theoretical framework proposed by Hidayat et al. (2020), instructors have developed a progressive achievement system where students earn symbolic rewards for mastering specific letter groups. This includes colorful badges, certificates, and public recognition during community gatherings. The competitive element is carefully balanced to promote positive motivation without creating undue pressure. According to feedback collected from students and parents, this gamified approach has significantly increased children's enthusiasm for Hijaiyah practice, with many reporting that they voluntarily engage in additional practice sessions at home to advance within the recognition system.

The strategic use of rhythmic patterns and melodic associations represents another innovative dimension of TPA Alkamil's memorization methodology. Instructors have developed a series of simple melodies and rhythmic sequences that correspond to different Hijaiyah letter groups. As noted by Rahmawati and Dzulkifli (2021), musical elements can significantly enhance memory formation by creating additional neural pathways for information retrieval. The rhythmic patterns employed at TPA Alkamil incorporate elements of local musical traditions, making them culturally familiar and enjoyable for students. Assessment data indicates that letters introduced

through these melodic frameworks are recalled with greater accuracy and retained for longer periods compared to those taught through conventional methods.

Technology integration at TPA Alkamil follows a carefully calibrated approach that supplements rather than replaces traditional instruction. Drawing on research by Fatoni and Suryawan (2023), the center has developed simple digital flashcard systems and mobile applications that allow students to continue their practice beyond classroom hours. These technological tools are designed with minimal distracting elements and focus exclusively on reinforcing content covered during in-person sessions. Parent surveys indicate that this blended approach has been particularly beneficial for reinforcing memorization at home, with 78% of families reporting that the digital resources have become a regular part of their children's daily practice routine. The technology implementation maintains a balance that respects both pedagogical effectiveness and the spiritual dimensions of Quranic education.

Cultural Contextualization and Pedagogical Innovations

The incorporation of local cultural elements represents a significant innovation in TPA Alkamil's approach to Hijaiyah instruction. Instructors have developed teaching materials that integrate visual motifs, stories, and references from Poso's cultural heritage, creating a learning environment that resonates with students' cultural identity. According to Zainuddin and Marsono (2021), this cultural contextualization serves multiple purposes: it enhances engagement by connecting abstract content to familiar cultural frameworks, it affirms students' cultural identity within their religious education, and it facilitates memory formation through meaningful associations. Observation data from classroom activities indicates that culturally contextualized lessons consistently generate higher levels of student participation and on-task behavior compared to non-contextualized instruction.

Collaborative learning structures have been strategically implemented at TPA Alkamil to accelerate Hijaiyah memorization through peer reinforcement. Building on research by Hamid and Jalaluddin (2022), the center has developed a "buddy system" where students at different mastery levels are paired to support each other's learning. This approach creates opportunities for knowledge reinforcement through teaching (for more advanced students) and personalized support (for those still developing mastery). The peer learning structure is carefully monitored to ensure accura-

cy of information transfer, with instructors regularly rotating among pairs to provide guidance and correction. Student progress metrics indicate that this collaborative approach has been particularly beneficial for children who initially struggled with traditional whole-class instruction, providing them with more individualized attention while building community among learners.

The development of customized progression pathways represents another significant innovation in TPA Alkamil's memorization methodology. Recognizing the diversity of learning paces among students, instructors have designed a flexible system that allows children to advance through Hijaiyah content based on demonstrated mastery rather than fixed time periods. This approach, supported by research from Mustofa and Rahayu (2020), acknowledges individual differences in learning capacity while maintaining high standards for all students. The system incorporates regular assessment points where students can demonstrate their readiness to progress to more advanced content. This personalized approach has significantly reduced frustration among both faster and slower learners, creating a learning environment where each student can experience appropriate challenges and regular success experiences, optimizing their motivation and retention.

C. CONCLUSION

The implementation of quick memorization strategies for Hijaiyah letters at TPA Alkamil in Poso demonstrates the significant potential of culturally contextualized, multisensory approaches in Islamic education. By thoughtfully integrating traditional methods with contemporary pedagogical insights, the center has developed an effective system that accelerates children's mastery of Arabic letters while maintaining accuracy and comprehension. The multifaceted approach—combining visual mnemonics, rhythmic patterns, peer learning structures, and selective technology integration—addresses diverse learning needs while respecting the spiritual significance of Quranic literacy. Particularly noteworthy is the center's success in contextualizing instruction within local cultural frameworks, creating meaningful connections between abstract content and students' lived experiences.

This research was limited by its focus on a single educational institution and relatively short observation period, suggesting the need for comparative studies across multiple TPAs in different regions of Indonesia. Future research would benefit from longitudinal investigations tracking how early Hijaiyah memorization strategies

impact long-term Quranic literacy development. Despite these limitations, the documentation of TPA Alkamil's innovative approaches offers valuable insights for Islamic education practitioners throughout Indonesia who seek to enhance the effectiveness and cultural relevance of their Hijaiyah instruction methods.

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