

## **Learning Strategies of Memorizing the Qur'an Based on Brain Development for Early Childhood (Multi-Site Study At PAUD IT Al Firdaus and PAUD IT Permata Jannati Banjarmasin)**



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**ABSTRACT:** This research focuses on strategies carried out to guide children in memorizing the Qur'an through the role of teachers, partnerships in learning tahfizh Qur'an, infrastructure facilities in learning to memorize the Qur'an and the principal's policy in memorizing the Qur'an program. The research design used is a descriptive qualitative approach multi-site design with data collection through interviews, observation and documentation. The data analysis phase through site data analysis and cross-site data analysis with research was carried out at PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin. The results of the research obtained are the role of teachers in learning to memorize the Qur'an; partnership in learning to memorize the Qur'an by cooperating involving parties such as parents, community and community leaders, as well as professional organizations; Facilities and infrastructure in learning to memorize the Qur'an are available to support learning to memorize the Qur'an; the principal's policy in learning to memorize the Qur'an is carried out by working meetings, curriculum planning, and Qur'an memorization programs.

**KEYWORDS:** Strategies, Qur'an Learning, Brain Development, Early Childhood.

### **I. INTRODUCTION**

Early childhood is an individual who is undergoing a process of rapid development and fundamental for the next life, early childhood is a unique person, and has its own characteristics according to the stage of his age. This period is also called the golden age where stimulation of all aspects of development plays an important role in the task of further development. This is in accordance with the opinion expressed by (Susanto: 2015) that early childhood is said to be a golden period, where at this time children are developing rapidly and extraordinarily. To form quality human resources in the future, PAUD is considered very important as a place to provide the main provisions towards a better generation. Education that is needed today is education that can integrate character education with education that can optimize the development of all dimensions of children (cognitive, physical, social emotional, creativity, and spiritual) (Dimiyati, 2010; Juanda, 2019; Mangun BudiyantodanImam Machali, 2014; Nayazik et al., 2019).

Education with an educational model like this is oriented towards the formation of children as whole human beings. The quality of students becomes superior not only in cognitive aspects, but also in character. Quality character needs to be shaped and nurtured from an early age. Many experts say that failure to cultivate character in a person from an early age, will form a problematic person in adulthood. So, in instilling character from an early age, it needs to be done by instilling learning religious and moral values to children, as one of the strategic efforts. Religious education that must be introduced to children from an early age is Qur'an education. Introduce and even provide learning to children from an early age about the obligation to learn the Quran. Speaking of early childhood, the government has designed a learning curriculum for early childhood which has been stipulated in Permendikbud Number 137 of 2014 concerning early childhood education standards.

The 2013 curriculum is a national curriculum that is open, meaning that it provides opportunities for regions and educational units to enrich the curriculum according to the characteristics of the region or unit and where the PAUD institution is located. Provinces have the authority to develop local content for curriculum in secondary education. Districts/Municipalities have the authority to develop local content for elementary and junior high school curricula, while education units including PAUD units develop the Education Unit Level Curriculum. One important aspect that can be developed by PAUD institutions from the 6 aspects in the PAUD curriculum content is the development of religious and moral values, where developing religious and moral values in children can be done by teaching children about the Qur'an. The learning of the Qur'an itself has been regulated in the Regional Regulation of South Kalimantan Province Number 3 of 2009 Article 1 paragraph 4 that Qur'an Education is a systematic effort to cultivate the ability to read, write, translate, understand and practice the content of the Qur'an. And Article 1 paragraph 5 that the Education Unit is an educational service group that organizes education on formal, non-formal and informal channels at every level and type of education. The development of children's memory will be fixed when the child is approximately 4 years old and then

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will reach the best intensity when the child is approximately 8-12 years old. At that time, memorization power can contain a lot of material, so it can be said that the memory of kindergarten-age children is very important to be optimized (Ahmadi, et al: 2005).

This is in line with the opinion of Benjamin S Bloom who stated that the growth of brain tissue cells in children aged 0-4 years has reached 50%, up to the age of 8 years 80%, up to 18 years 100%, therefore in the first year to the sixth year is the most important period to stimulate children's brain growth, through attention to child health, provision of adequate nutrition and educational services (Bloom:2005). The ability of young children to memorize cannot be underestimated. Based on reality, early childhood has a considerable ability to record and memorize than adults. The ability to memorize differs from one child to another. Memorization activities in childhood are like sculpting on rock, as wise people said in the past. This is where the role of the teacher is needed. Teachers are required to have the right and interesting strategies according to the soul of children who prefer to play while learning to teach memorization in early childhood. By utilizing the potential of children's memory that is still good, teachers can apply several strategies for memorizing the Qur'an. And in this case, the most appropriate strategy is a strategy that involves stimulation for the child's right brain.

According to Suriansyah & Aslamiah (2011) states that a learning strategy is a plan, method or series of activities designed to achieve specific educational goals. In choosing the right strategy, the right strategy must be chosen, the teaching given to students is not coercive even the leader's behavior sometimes does not need to be done. Instead, educators should behave *ngemong* or among. Teachers should not teach knowledge of the world dogmatically. Instead, they just get behind the protégé while giving encouragement to advance, specifically directing to the right path, and watching in case the protégé encounters danger or obstacles. Students must have the freedom to progress according to their respective characters and to sharpen their conscience. Thus, the task of educators is to think about and choose strategies that are in accordance with the learning objectives and characteristics of their students.

But in fact, there are also some studies that criticize the Qur'an memorization activities carried out in childhood because according to them, children memorize the Qur'an without understanding, humans should memorize what they understand. In addition, some speculate that memorizing the Qur'an at an early age is a very heavy demand in very young children, as they consider that the process of memorization is a necessity that can be psychologically depressing and does not liberate children in learning. According Suyadi (2017) although educators are not experts in neuroscience (brain), but educators are the only profession whose work every day changes the brain, the more taboo educators have on how the brain works, the more difficult it is for educators to develop the potential of students. Given that the child's world is a world of play, which involves more of his right brain, the task of educators is how to collaborate between the memorization process but not make a heavy burden for children. At some levels of education in kindergarten, the practice of providing education from Early Childhood Education (PAUD) to Higher Education emphasizes left-brain development rather than right-brain. As a result, education will not produce children with complete personalities (Suyadi, 2015: 107). Indications that PAUD activities focus more on left-brain development and ignore right-brain development are that it is still easy to find memorization practices for early childhood with adult methods. Learning based on brain development is one of the learning approaches that can be offered to be able to facilitate the development that occurs in children with all their potential (Qudsyi:2010).

There are many Early Childhood Education Institutions in Banjarmasin Municipality, there are 2 schools that have excellent program curricula in the form of learning to memorize the Qur'an for early childhood, which have so far implemented *tahfidz* programs since the establishment of the institution, and have achieved results exceeding the expected. There have been many short surahs in the Qur'an that have been memorized by students in kindergarten. PAUD institutions that have excellent programs in memorizing the Qur'an are PAUDIT Al-Firdaus and PAUDIT Permata jannati Banjarmasin, almost all students at PAUDIT Al-Firdaus and PAUDIT Permata Jannati are able to memorize short letters in juz 30. Based on research Siswandi (2018) found which in optimizing the development of the right brain in early childhood in Khalifah Purwokerto Kindergarten carried out through internalization of the value of *tawhid* and entrepreneurship in early childhood. Thematic learning and habituation become PAUD activity programs that are used as a medium for internalizing the value of monotheism and entrepreneurship. The next research Lisdayanti (2019) with the results of observation and documentation, it is known that most of the learning in PAUD Malang City has not been based on Neuroscience. This can be seen from the learning planning that is compiled and the implementation of learning, there is no balance between stimulation for the left and right brain. Most activities only stimulate the left brain, while activities to stimulate the right brain are still lacking. Based on the presentation of the background and initial data that the researchers had, researchers felt the need to conduct research on the strategies applied to the process of memorizing the Qur'an in the two educational institutions.

## **II. METHODOLOGY**

The type of research taken by researchers is qualitative Research and uses a multi-site study approach. The characteristics of qualitative research include being carried out in natural conditions, directly to data sources and researchers as key instruments, and more descriptive (the data collected is in the form of words or images, not emphasizing numbers. This research will produce detailed

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information that may not be obtained in other types of research. Furthermore, researchers use a type of multi-site study research (multy-site studies), where the use of this method is due to an empirical inquiry that investigates transient phenomena in a real-life context, when the boundary between the phenomenon and the context is not clearly visible; and multiple fact sources are used.

This research was conducted at PAUD IT Al-Firdaus Banjarmasin and PAUD IT Permata Jannati Banjarmasin. They are both early childhood education institutions that implement excellent programs for memorizing the Qur'an for early childhood with the output or memorization produced is of equal quality. The great thing about these two educational institutions is that both are considered to have achievements in the field of the Qur'an where the superior program is Tahfizh Al-Qur'an. Meanwhile, the data collection methods used by researchers in this study are observation methods, in-depth interviews, and documentation. In observation, researchers used observation methods in this study to collect data on the process of learning to memorize the Qur'an in terms of strategies implemented by schools. Furthermore, the objects used in this observation are space (location in physical aspects) and persons (actors), namely related parties who know about the focus of this research. The activity is then recorded and recorded. In interview, researchers conducted interviews with the intended informants by visiting schools, with rules while maintaining health protocols and the duration was not too long, just enough as needed, not widening anywhere. In this study, researchers as interviewers will interview directly with the interviewees, namely school principals, education staff, teachers and parents of Permata Jannati Kindergarten and Al-Firdaus Banjarmasin Integrated Islamic Kindergarten. Documentation were used in this study with the intention to obtain data related to Qur'an memorization strategies at PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin. Documentation studies aim to obtain secondary data that can support the accuracy of the data.

In this study, the data analysis used by researchers are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. The analysis of site data serves to compare and combine the findings obtained from the two research sites as seen in Figure 1. Researchers conduct field research to get the focus of research, choose information as a source of data, analyze data so as to make conclusions on all findings in the field. So that the key instrument is the researcher himself. In order to get valid research results, it is necessary to examine its credibility using certain techniques. In this study, researchers used data validity checking techniques by increasing persistence, triangulation, source triangulation, and triangulation techniques.

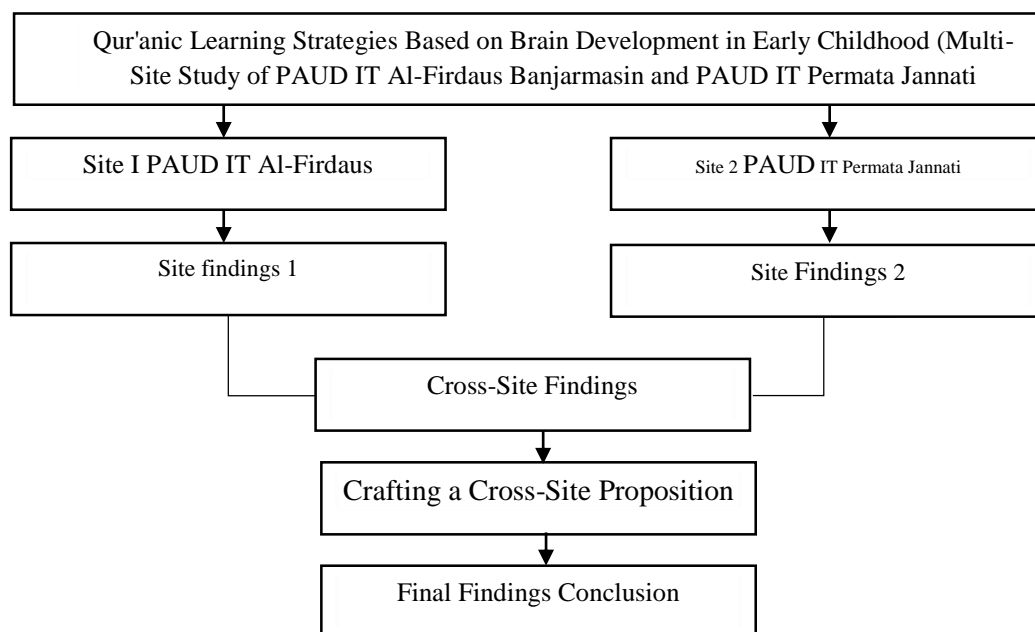


Figure 1: Cross-Site

### III.RESULTS AND DISCUSSION

In this section, we will describe the results of research obtained during research at the research site. The research locations are the PAUD IT Al-Firdaus and PAUD IT Permata Jannati. The following is the data from the research obtained. (1) Geographically, PAUD IT Al-Firdaus is located on Jl. Sungai Gampa RT.21, Sungai Jingah Village, North Banjarmasin District, Banjarmasin, South Kalimantan. PAUD IT Al-Firdaus is in a quiet environment and not too close to the highway, this is adapted to the concept carried because the main focus of this school is to memorize the Qur'an, so the surrounding environment is far from noise. The existence of PAUD is very helpful for the community in providing educational facilities for early childhood, especially people who want a Qur'an tahfizh program for their children. The number of student data in PAUD IT Al Firdaus Banjarmasin in the last 5 years. Data

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on PAUD IT Al Firdaus in 2017/2018 there are 17 children, in 2018/2019 there are 38 children, in 2019/2020 there are 46 children, in 2020/2021 there are 46 children, and in 2021/2022 there are 83 children. (2) The achievements achieved by school students and educators at PAUD IT Al Firdaus Banjarmasin include several times in the opportunity to send representatives of students in competitions in the field of religion such as STQ and MTQ at the sub-district level or the Banjarmasin city level with satisfactory results. (3) Based on searches and observations through interviews at PAUD IT Al-Firdaus Banjarmasin, it is known that the role of teachers in learning to memorize the Qur'an is very important to support children's success in the field of the Qur'an through the role of teachers in PAUD IT Al-Firdaus does not require every child to be equal in memorization ability even though there is actually a target set by the school, namely memorizing juz 30 when they have completed their education in kindergarten B.

### **A. The Role of Teachers in Learning to Memorize the Qur'an in PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin**

Based on the data that has been presented, it was found that PAUD IT Al-Firdaus and PAUD IT Permata Jannati attach great importance to the role of the teacher in the child's memorization process, based on this, when teaching children to memorize the Qur'an, namely in the form of short surahs in juz 30, it is inseparable from the teacher's role in guiding them, the success and realization of the program cannot be separated from the responsibility carried out by the teacher, The responsibility in question is in the form of educating, teaching, directing, guiding, training, assessing and evaluating students with approaches and methods of memorizing the Qur'an. The role of teachers in PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin in learning tahfidz Al-Qur'an is to use the learning model of the Ummi method, which is as follows (1) Private (individual). Individual learning model, which is learning that is organized individually with the orientation of providing opportunities for each student individually to learn according to their own abilities, with the aim of developing individual potentials / abilities optimally. (2) Individual classics. Classical learning model, which is learning in which a number of students (around 35-45 people) who are assumed to have relatively the same age and ability are gathered in one class. In the UMMI method, the individual classical method is meant by a method of learning to read the Qur'an which is carried out by reading together the pages determined by the teacher, then after being considered complete by the teacher, learning continues with individual. (3) Classics read listen. The classical method of reading the Qur'an is a method of learning to read the Qur'an which is carried out by reading together the pages determined by the teacher, then after being considered complete by the teacher learning continues with the reading and listening method, where one child reads while the other listens to the pages read by his friends. (Anissa Fadhilah Liansyah and N. Achadianingsih, 2020: 185).

The approach used in learning the Qur'an Ummi method is as follows: (1) Direct Method is the Qur'an Ummi method is directly read without spelling or deciphering and not much explanation or in other words learning by doing, learning by doing directly, (2) Repeation, the repeation of the Qur'an will be more visible in its beauty, strength, and ease when we repeat verses or suras in the Qur'an, (3) Sincere affection is the power of love, genuine affection, and patience of a mother in educating a child is the key to her success.

The stages of learning the Qur'an Ummi method are described as follows; (1) Preamble. The opening is an activity to condition the students to be ready to learn, followed by an opening greeting and reading the opening prayer of learning the Qur'an together, (2) Perception is repeating material that has been taught before to be related to the material to be taught today, (3) Concept planting of concepts in the UMMI method is to explain the material or subject matter that will be taught today. (4) Understanding of concepts is understanding the concept that has been taught by training children to read the examples written under the subject. (5) Practice or skill is to smooth the child's reading by repeating examples or exercises on the subject page and exercise page. (6) Evaluation is to make observations as well as assessments through achievement books on the ability and quality of children's reading one by one. (7) Closing is the ustadz or ustadzah conditions the child to remain orderly then reads the closing prayer and ends with the closing salutation. (Anissa Fadhilah Liansyah and N. Achadianingsih, 2020: 185).

### **B. Partnership in Qur'an Memorization Learning at PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin**

Partnership activities at PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin can be seen from the many activities that involve the role of parents in various activities, be it children's Qur'an memorization program activities, school committees, meetings to socialization and parenting. School and parent partnerships are part of the education tricerter. The partnership between schools and parents arises because of their purpose in educating their students. And this is what should be in an educational institution. School and parent partnership means cooperation between schools and parents in educating children. Parents make schools their friends or partners in order to achieve the goal of education, which is to educate the whole person. The forms of school programs or activities carried out in order to establish partnerships with parents are as follows: first, parent and teacher meetings. Parent and teacher meetings at PAUD IT Al-Firdaus and PAUD IT Permata Jannati are held regularly every year, namely when receiving report cards and meeting guardians of new students. When receiving report cards, the activity is not only receiving student report cards. However, parents will also gather in the hall for the school program socialization event by the principal. Then parents will return to their respective classes to take report cards and share information about their children with the homeroom teacher. Meanwhile, during the new student guardian meeting, school program socialization was held, covering all school programs ranging from

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teaching and learning activities, extra-curricular activities, religious activities such as mentoring, learning to read the Qur'an. Second, the association of parents and teachers in this school can be seen by the establishment of the school committee. The school committee consists of a standing committee and a non-permanent committee. Every year the school holds a meeting with the committee to report the results of learning activities and other activities in the school. Third, correspondence between parents and teachers. Correspondence activities are carried out by parents and schools. Fourth, periodic reports conducted by the school with parents. The research found that parents and schools can give the contribution to children (Muhammad Rizky Anugerah , Muhammad Saleh, 2022; Suriansyah & ., 2015).

### **C. Facilities and Infrastructure in Learning to Memorize the Qur'an at PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin**

Facilities and infrastructure at PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin are the provision of adequate facilities, for example are gazebos, spacious classrooms, terraces and school mosques. As for infrastructure, outdoor playgrounds, school halls, children's mini library rooms are provided. Management of Facilities and Infrastructure in PAUD starts from planning, procurement, inventory, utilization and maintenance.

**Planning Equipment of PAUD:** This planning is carried out continuously during school activities, this planning is usually done at the end of each school year. In this planning there must be good cooperation between the principal, teachers, administration (TU) so that it is easy to plan what will be the materials or equipment that the school needs. In every planning that is done there must be agreement and cooperation between the head of PAUD and teachers, so that the planning carried out can run smoothly, this planning is an activity carried out at the end of the school year, to prepare anything that will be needed, both repairing all table chairs and others.

**Procurement Equipment of PAUD:** through the results of careful planning, the procurement of equipment is determined by the manager and teachers. After there is a list of shopping management equipment needs according to mutually agreed needs. The procurement of infrastructure facilities carried out in schools is by buying, preparing all teacher manual allowance books for teaching and preparing learning curricula for teachers, this procurement is carried out by the head of PAUD himself. Procurement of school infrastructure through a careful and careful planning and procurement system, so that schools have infrastructure facilities according to needs (Mustari: 2015)

**Inventory Facilities and Infrastructure of PAUD:** The inventory carried out in PAUD is to record and register school property into an inventory list of goods in an orderly and orderly manner. The purpose of recording these items is to know the number of equipment available and each existing facility is given a code so that it is not easily lost. This inventory is used to record all items obtained for the school so that they can be recorded neatly arranged in the form of items that have been received. The inventory carried out is, such as recording items and compiling a list of items that belong to the school, the purpose is for administrative order. Inventory is a document where the types of goods that have been entered into the inventory list, both movable and immovable goods. This school inventory is to facilitate the control and checking of items that have been received and for the neatness of items in storage.

**Utilization Infrastructure of PAUD:** the use of infrastructure facilities in PAUD is the use of all types of goods in the school environment. Utilization of PAUD infrastructure such as the use of existing goods to be used as teaching materials in accordance with the material delivered by teachers, who carry it out is the teacher, the head of PAUD only provides supporting infrastructure for teachers. The use of learning tools for all classes can be done by bringing tools to the class in need alternately or students who will use to visit a special room. The use of infrastructure management, such as the use of existing goods to be used as teaching materials in accordance with the material delivered by the teacher, who carries it out is the teacher, the head of the kindergarten only provides supporting infrastructure for teachers.

**Infrastructure Maintenance of PAUD:** Maintenance of facilities and infrastructure is carried out by PAUD managers, teachers and students, such as school cleaning, building paint maintenance, fences, garden arrangements and play tools after use, the teacher invites children to jointly store or clean up toys to their original place so that they can be used long-term. Maintenance is carried out every day carrying out maintenance all school residents are involved in the maintenance of movable and immovable goods, but in each of these maintenance there are people who are devoted to carrying out maintenance. Based on this opinion, it can be concluded that maintenance is the activity of maintaining, maintaining and storing goods according to the type of goods, so that they remain durable and durable, in carrying out this maintenance is all school residents involved both in movable and immovable goods, in this maintenance there are also people who are devoted to doing it, so as to improve the school's work on the maintenance of goods.

**Removal or destruction of Infrastructure Facilities of PAUD:** Items that are no longer suitable for use can be destroyed but through recording in advance so that if the item is asked it will have a clear track record. Briefly, the three reviews of educational facilities or objects can be explained as follows: (1) Judging from its function in the Teaching and Learning Process (PBM), educational infrastructure functions indirectly (its presence is not very decisive). Included in educational infrastructure are land, yards, fences, plants, school buildings/buildings, road networks, water, electricity, telephones, and furniture/mobilers. While

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educational facilities function directly (their presence is very decisive) to PBM, such as learning tools, teaching aids, practice tools and educational media (2) Judging from its type, educational facilities can be divided into physical facilities and non-physical facilities. Physical facilities or material facilities are everything in the form of inanimate or dammed objects that have a role to facilitate or launch a business, such as vehicles, writing machines, computers, furniture, props, models, media, and so on. Non-physical facilities are things that are not inanimate objects, or less can be called objects or objects, which have a role to facilitate or launch a business such as people, services, money (3) Judging from the nature of the goods, educational objects can be divided into movable goods and immovable goods, all of which can support the implementation of duties. So, based on the theories above, it can be concluded that educational facilities and infrastructure are all devices or facilities or basic equipment that are directly and indirectly used to support the educational process and for the achievement of goals, especially the teaching and learning process, such as buildings, rooms, table chairs, teaching media tools, theory rooms, library rooms, skill practice rooms, and laboratory rooms and so on. The problem of utilizing educational facilities and infrastructure is an important factor in the teaching and learning process. For this reason, the function and role of schools, teachers and school personnel utilize these educational facilities and infrastructure to truly determine the success of an effective learning process (Dimiyati, 2010; Noor, 2020; Saleh et al., 2022; Sri Norbaiti, Ahmad Suriansyah, 2022)

### **D. Principal's Policy in Learning to Memorize the Qur'an in Al-Firdaus Integrated Islamic ECD and Permata Jannati Banjarmasin Integrated Islamic ECD**

PAUD IT Al-Firdaus and PAUD IT Permata Jannati has several policies made by the principal to support fluency in learning to memorize the Qur'an in schools, namely by using the 2013 curriculum and the curriculum of the Qur'an Tahfidz program, teacher qualification, improving the quality of educators in the field of the Qur'an, including teacher training in the field of the Qur'an, munaqasyah program and faith and character building program as well as sharing programs every Friday. V PAUD IT Al-Firdaus and PAUD IT Permata Jannati have several policies made by the principal to support the fluency in learning to memorize the Qur'an in schools, namely by using the 2013 curriculum and the curriculum of the Qur'an Tahfidz program, teacher qualification, improving the quality of educators in the field of the Qur'an, including teacher training in the field of the Qur'an, munaqasyah program and faith and character building programs and programs share every Friday. V PAUD IT Al-Firdaus and PAUD IT Permata Jannati have several policies made by the principal to support the fluency in learning to memorize the Qur'an in schools, namely by using the 2013 curriculum and the curriculum of the Qur'an Tahfidz program, teacher qualification, improving the quality of educators in the field of the Qur'an, including teacher training in the field of the Qur'an, munaqasyah program and faith and character building programs and programs share every Friday. The principal's leadership is one of the determining factors for the quality of teacher performance, this is because in the school environment the principal acts as a driving force so that he must be able to be a role model for teachers, administrative staff and also all other school residents and be able to stimulate, encourage, and or guide teachers towards sustainable development so that they are able to carry out their duties or performance optimally (Akbar, 2019; Aninda, 2018; Priyono et al., 2018). As a leader, the functions and duties of the principal are very complex for the realization of a quality school. E. Mulyasa explained the functions and duties of the principal in detail as follows:

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all education personnel, (3) As an administrator by managing curriculum, students, personnel, infrastructure, archives and finance, (4) As a supervisor in paying attention to its principles, such as consultative, collegial, and non-hierarchical relations, it is carried out democratically, centered on educational personnel, carried out based on the needs of education personnel, and is professional assistance, (5) As a leader by providing guidance and supervision, increasing the willingness of education staff, opening two-way communication, and delegating tasks, (6) As an innovator with the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, set an example for all education personnel in the school, and develop innovative learning models and (7) As a motivator with the right strategy to motivate education staff in carrying out various tasks and functions. (E. Mulyasa, 2007: 98-120). These seven functions and tasks will encourage the principal to increase his creativity in developing the school, so as to provide inspiration and motivation to his subordinates to rise to catch up and setbacks in all fields. The leadership quality of the principal is very significant for the success of the school, because the principal is functional personnel who is given the task of leading a school institution that organizes the teaching and learning process. The role of the principal in order to improve the quality of education is very important because it can affect the success or failure of the quality of education itself.

### IV. CONCLUSION

The conclusions are (1) The role of teachers in learning to memorize the Qur'an is carried out properly in accordance with the program made by the school, meaning that teachers are well aware of how important the role of teachers is in fostering educational success, especially in the field of memorizing the Qur'an. The role of teachers is also inseparable from the teacher's ability to adapt to school programs that develop a Qur'an tahfizh curriculum that is oriented towards children's brain development, where in this case the teacher is able to implement fun Qur'an memorization learning by using several memorization strategies with the right brain such as applying age-appropriate methods, regulating the memorization learning climate, regulating the intensity of memorization time, and consistency in the recognition and repetition of surahs every day. (2) Partnership in learning to memorize the Qur'an at PAUD IT Al-Firdaus and PAUD IT Permata Jannati Banjarmasin, among others, involves the participation of parents in memorization activities at home, as a form of cooperation in terms of maintaining the memorization that children get while at school, besides that the school also collaborates with related agencies that can support the progress of school programs such as BKPRMI, Ummi Foundation, Puskesmas, Regional Library and involving the community to community leaders in various school activities. (3) Facilities and infrastructure in learning to memorize the Qur'an at PAUD IT Al-Firdaus and PAUD Isam Terpadu Permata Jannati Banjarmasin, are very important supporting things in making it easier for teachers and students to carry out the learning process, as for the facilities and infrastructure that support memorization activities of the Qur'an including memorization learning media, namely (1) LCD, (2) Projector, (3) Speaker, (4) Picture card. As well as indoor classrooms for memorization and several other locations that are also used as containers for memorization activities such as mosques in the school environment, gazebos, indoor rooms in the school complex, halls for performing the Qur'an and munaqasyah. (4) The principal's policy in learning to memorize the Qur'an in PAUD IT Al-Firdaus and PAUD Isam Terpadu Permata Jannati Banjarmasin, includes stipulations in (1) the 2013 learning curriculum, (2) the superior program tahfizh Qur'an with the target of memorizing juz 30, (3) teacher qualifications and prospective teachers teaching the Qur'an, (4). Develop a Qur'an tahfizh learning program and apply the method chosen by the school in memorization, (5) Create a semester work meeting program to prepare a teaching activity plan and evaluate learning outcomes, (6) improve the quality and quality of Qur'an teachers by involving teachers in workshops, seminars, and training activities in the field of the Qur'an.

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