

OPTIMIZING LEARNER MANAGEMENT IN EARLY CHILDHOOD EDUCATION

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Abstract. This study aims to examine and describe the importance of optimizing student management in early childhood education (ECE) as an approach to improving the quality of education programs. Student management is an important element that plays a role in supporting the overall growth of children, including cognitive, social, emotional, motoric, and spiritual dimensions. This study applies a descriptive qualitative approach with a literature review method (library research), relying on primary and secondary data from various reliable sources to build a theoretical basis and conceptual framework. The results of the study indicate that optimal student management is determined by the principles, objectives, functions, and scope that are implemented professionally and in an integrated manner. In addition, cooperation between teachers, parents, and the community plays a major role in creating a positive and inclusive learning atmosphere. The active involvement of all parties, as reflected in the implementation of the Pancasila Student Profile Strengthening Project (P5), strengthens the synergy between home and school. Supporting factors such as the active role of teachers and structured activity planning contribute to the success of student management. However, there are still challenges such as limited facilities, low enthusiasm for learning, and minimal parental participation. Therefore, an adaptive, collaborative organizational approach is needed, and is able to appreciate the uniqueness of each child. Thus, strengthening the management of learners in Early Childhood Education (ECE) is a strategic step in creating an efficient, sustainable, and holistically child-growth-oriented learning system..

Keywords: Optimizing, Management, Learners, ECE.

INTRODUCTION

Background of the Study

Memorizing the Qur'an (Tahfidz) is an essential component of Islamic education, aimed not only at improving students' cognitive abilities but also at shaping their spiritual and moral character. In many Islamic educational institutions, memorization activities are designed to cultivate discipline, perseverance, and religious commitment among learners (Pratama et al., 2024; Nahdliyah et al., 2022). Qur'anic memorization practices are therefore regarded as both a pedagogical and spiritual process that integrates religious values with cognitive learning outcomes.

However, maintaining memorized verses remains a significant challenge for many students. In numerous Islamic schools, students often focus on acquiring new memorization targets while neglecting systematic repetition of previously memorized verses. As a result, memorization becomes fragile and easily forgotten over time (Rohmah et al., 2022; Ridwan & Arifa, 2024). Educational psychology also emphasizes that long-term memory retention requires repeated reinforcement and structured rehearsal processes, especially in learning activities that rely heavily on memorization (Deci & Ryan, 2020; Khamid et al., 2021).

In the context of Qur'anic memorization, the muroja'ah method a structured repetition of previously memorized verses plays a critical role in strengthening retention and maintaining memorization quality. Through systematic repetition, students can consolidate memorized content into long-term memory and improve accuracy, fluency, and confidence when reciting Qur'anic verses (Nuha, 2023; Sari et al., 2024). Furthermore, structured learning approaches that combine repetition, monitoring, and evaluation have been shown to enhance both learning motivation and cognitive outcomes among students (Rosadi et al., 2021; Suchyadi et al., 2020).

Despite its recognized importance, the implementation of muroja'ah is often inconsistent in formal educational settings. Many schools emphasize the quantity of memorization rather than the sustainability of students' memorized content. Without a structured repetition schedule, students frequently forget previously memorized verses, resulting in low memorization achievement and reduced learning confidence (Anjarsari & Astutik, 2021; Kiftiyah & Maghfiroh, 2024).

Problem of the Study

Preliminary observations conducted at SMP IT Al-Ma'muriyyah Cicurug, Sukabumi indicate that students' Qur'anic memorization performance remains relatively low. Data collected in 2025 reveal that only 20% of students achieved the targeted memorization level, while 52% failed to reach the expected target, and 40% experienced significant difficulties in memorizing Qur'anic verses. Several factors contribute to this situation. First, students tend to prioritize adding new memorization rather than reinforcing previously memorized verses. Second, the absence of a structured muroja'ah schedule reduces the effectiveness of memorization reinforcement. Third, motivational factors and lack of discipline in repetition activities also influence memorization outcomes. These conditions highlight the need for a systematic learning strategy capable of strengthening memorization retention while simultaneously improving students' motivation and discipline in Tahfidz learning.

Research State of the Art

Previous studies have explored various instructional strategies to improve Qur'anic memorization. For instance, mnemonic techniques have been shown to enhance memorization efficiency by utilizing associative memory strategies (Irawan & Ruswanto, 2024). Similarly, the SAVI (Somatic, Auditory, Visual, Intellectual) learning model has demonstrated effectiveness in improving students' memorization of short Qur'anic chapters through multisensory learning approaches (Mardiyah & Aqodiah, 2020). Other studies emphasize interactive and collaborative learning methods. The Index Card Match strategy has been found to increase students' engagement and participation in Qur'anic learning activities (Hidayah & Puspaningrum, 2024). Additionally, the Syamil method has shown positive impacts on students' learning motivation and memorization performance (Inda, 2020).

In the broader educational context, structured learning environments, parental support, and effective teacher guidance have also been identified as significant factors influencing students' learning motivation and academic achievement (Rosadi et al., 2021; Suchyadi et al., 2020). These findings suggest that successful memorization learning requires not only effective instructional methods but also systematic monitoring and reinforcement strategies.

Gap Study & Objective

Although previous studies have examined various instructional approaches for improving Qur'anic memorization, most of them focus primarily on innovative memorization techniques or motivational strategies. Limited research has specifically investigated the systematic implementation of the muroja'ah method in formal school settings, particularly in secondary Islamic schools. In many cases, muroja'ah is practiced informally in pesantren environments but has not been systematically integrated into formal classroom learning systems. Consequently, empirical evidence regarding the effectiveness of structured muroja'ah implementation within formal educational institutions remains limited. Therefore, further investigation is required to examine how the muroja'ah method can be implemented systematically in formal school environments and how it influences students' memorization quality and learning motivation.

Based on the identified problems and research gap, this study aims to: Examine the process of implementing the muroja'ah method in Tahfidz learning. Analyze the evaluation and monitoring mechanisms used to assess students' memorization progress. Identify the challenges encountered during the implementation of the muroja'ah method. Investigate the impact of the muroja'ah method on improving students' Qur'anic memorization ability and learning motivation. Through these objectives, the study is expected to provide empirical insights into the effective integration of muroja'ah as a structured pedagogical strategy in formal Islamic education, thereby contributing to the development of more sustainable Qur'anic memorization learning models.

METHOD

Type and Design

This study employed a qualitative research approach with a narrative design to explore the implementation of the muroja'ah method in Tahfidz learning and its influence on students' Qur'anic memorization ability. A qualitative approach was considered appropriate because the research sought to understand deeply the experiences, perceptions, and interactions among teachers and students involved in the memorization process. Qualitative research enables researchers to capture complex educational phenomena in their natural contexts and provide rich descriptions of participants' experiences (Creswell & Creswell, 2022). The narrative design was chosen because it allows the researcher to document and interpret participants' experiences related to the implementation of the muroja'ah method in real learning situations. Through narrative inquiry, the researcher was able to analyze how the repetition strategy was practiced in daily Tahfidz activities and how it influenced students' memorization development over time.

This research was conducted at SMP IT Al-Ma'muriyyah Cicurug, Sukabumi, Indonesia. The school was selected as the research site because it has an established Tahfidz program that systematically applies the muroja'ah method as part of its Qur'anic memorization learning process. The research was conducted during April–May 2025, during which the researcher observed learning activities and collected data related to the implementation of the repetition method in Tahfidz classes.

Data and Data Sources

The data used in this study were qualitative data in the form of narratives, observations, and documentation related to the implementation of the *muroja'ah* method. These data aimed to provide a comprehensive understanding of how the method was implemented, evaluated, and experienced by participants in the learning process. Primary data were obtained directly from individuals involved in the Tahfidz learning activities, including: Tahfidz teachers, The vice principal, Subject teachers, Students participating in the Tahfidz program. These participants were selected purposively because they were directly involved in the implementation and evaluation of the *muroja'ah* method. Purposive sampling allows researchers to select participants who possess specific knowledge and experience relevant to the research objectives (Creswell & Creswell, 2022).

Secondary data were obtained from various supporting documents, including lesson plans, memorization control books, evaluation records, and school documents related to the Tahfidz program. These documents were used to complement interview and observation data and to provide contextual information regarding the learning process.

Data Collection Technique

Data collection in this study employed three main techniques: in-depth interviews, participatory observation, and documentation analysis. First, in-depth interviews were conducted with teachers, school administrators, and students to explore their experiences and perspectives regarding the implementation of the *muroja'ah* method. Semi-structured interview guidelines were used to allow flexibility in exploring participants' responses while maintaining consistency with the research objectives. Second, participatory observation was carried out during Tahfidz learning activities to examine how the *muroja'ah* method was implemented in practice. The researcher directly observed classroom interactions, students' memorization activities, and the repetition processes conducted during the learning sessions. Observational data provided insights into students' engagement, discipline, and memorization practices. Third, documentation analysis was conducted to collect supporting data related to the Tahfidz program. Documents such as memorization records, lesson plans, and monitoring sheets were analyzed to understand the structure of the repetition system and the evaluation mechanisms used by teachers. The use of multiple data collection techniques enabled data triangulation, which helps improve the credibility and validity of qualitative research findings (Miles et al., 2020).

Data Analysis

The data obtained from interviews, observations, and documentation were analyzed using the qualitative data analysis model proposed by Miles, Huberman, and Saldaña. This model involves three main stages: data reduction, data display, and conclusion drawing (Miles et al., 2020). First, data reduction was conducted by selecting, simplifying, and organizing the raw data obtained from the field. At this stage, irrelevant information was removed while essential data related to the implementation of the *muroja'ah* method were categorized according to research themes. Second, data display was performed by presenting the organized data in the form of descriptive narratives, tables, and thematic explanations. This stage enabled the researcher to interpret patterns and relationships among the collected data. Third, conclusion drawing and verification were conducted to synthesize the findings and generate meaningful interpretations regarding the effectiveness of the *muroja'ah* method in improving students' memorization ability and learning motivation. Throughout the analysis process, the researcher continuously verified the findings by comparing data from different sources to ensure their consistency and credibility. To enhance the trustworthiness of the research findings, this study applied four qualitative validity criteria: credibility, transferability, dependability, and confirmability. These criteria ensured that the research results were scientifically reliable and reflected the actual conditions of the learning process.

RESULTS

The findings of this study indicate that the implementation of the *muroja'ah* method in Tahfidz learning at SMP IT Al-Ma'muriyyah Cicurug was carried out through structured and routine activities designed to strengthen students' memorization ability. The results were obtained through interviews, observations, and documentation analysis involving Tahfidz teachers, school administrators, and students participating in the memorization program. First, the implementation of the *muroja'ah* method was conducted through scheduled repetition activities that took place daily before the beginning of formal lessons and after the midday prayer. These repetition sessions enabled students to review previously memorized verses before adding new memorization targets. Teachers organized the memorization process through structured schedules and monitored students' progress using memorization control books. Students were required to recite memorized verses individually, either directly to the teacher or within small peer groups. Second, the study found that systematic evaluation and monitoring mechanisms were applied to track students' memorization progress. Teachers recorded the number of verses recited correctly, identified pronunciation errors, and provided corrective feedback during memorization sessions. The school also implemented periodic evaluations, including weekly and monthly memorization assessments, to ensure the consistency and accuracy of students' memorization. Third, the research identified several challenges in implementing the *muroja'ah* method. The most common obstacles included fluctuating student motivation, limited time due to academic schedules, and varying levels of parental support at home. Some students

reported difficulties in maintaining consistent repetition routines outside school hours, particularly when faced with other academic responsibilities.

Despite these challenges, the results showed that the *muroja'ah* method produced positive impacts on students' memorization ability and learning motivation. Students who consistently participated in repetition activities demonstrated improved memorization fluency, better retention of previously memorized verses, and increased confidence when reciting memorized passages. Observational data also indicated that students became more disciplined and engaged in memorization activities when repetition sessions were conducted collaboratively with peers. Overall, the results suggest that the structured implementation of the *muroja'ah* method can effectively support the sustainability of Qur'anic memorization among students in formal educational settings.

DISCUSSIONS

The findings of this study confirm that structured repetition through the *muroja'ah* method plays a crucial role in strengthening students' memorization ability. The results demonstrate that regular repetition activities enable students to reinforce previously memorized verses, thereby reducing the likelihood of forgetting and improving memorization retention. This finding aligns with previous studies indicating that systematic repetition is an essential component of effective Qur'anic memorization learning (Khamid et al., 2021). From a cognitive learning perspective, repetition activities function as reinforcement mechanisms that help transfer information from short-term memory into long-term memory structures. Regular practice allows learners to consolidate memorized material, making it easier to retrieve information during recitation or evaluation sessions. Similar findings were reported by Nahdliyah et al. (2022), who found that consistent repetition significantly improved students' memorization accuracy and retention. Another important finding of this study relates to the role of teacher supervision and monitoring in maintaining memorization quality. Teachers not only functioned as evaluators but also served as mentors who guided students during repetition activities and provided continuous motivation. This instructional role is consistent with the findings of Rohmah et al. (2022), who emphasized that teacher guidance is a key factor in ensuring the effectiveness of repetition-based memorization methods. In addition, the study highlights the importance of collaborative learning practices in Qur'anic memorization activities. Students frequently conducted repetition sessions together, helping one another identify errors and reinforce memorization. This peer-support system contributed to the development of a supportive learning environment that encouraged active participation in memorization activities. Previous research also indicates that collaborative learning approaches can enhance students' motivation and engagement in religious education contexts (Nuha, 2023).

The study also found that parental involvement plays an important role in sustaining students' memorization consistency outside the classroom. Students who received support and supervision from their parents were more likely to maintain regular repetition routines at home. This finding supports earlier research suggesting that family involvement significantly influences students' learning motivation and academic performance (Rosadi et al., 2021). Furthermore, the findings indicate that the *muroja'ah* method contributes not only to memorization ability but also to students' learning motivation and discipline. Students who regularly practiced repetition demonstrated higher levels of confidence, perseverance, and engagement during Tahfidz learning activities. Similar results were reported by Sari et al. (2024), who found that frequent repetition activities positively correlate with students' cognitive learning outcomes. Overall, the discussion suggests that the effectiveness of the *muroja'ah* method depends on several interconnected factors, including structured repetition schedules, teacher supervision, collaborative learning practices, and parental involvement. When these components are integrated effectively, the *muroja'ah* method can become a powerful pedagogical strategy for improving Qur'anic memorization learning in formal educational institutions.

Novelty and Contribution

The findings of this study reveal that the implementation of the *muroja'ah* method in Tahfidz learning significantly contributes to strengthening students' Qur'anic memorization ability and learning motivation. The results indicate that structured repetition practices, supported by systematic monitoring and evaluation, help students maintain memorized verses more effectively. Students who consistently participated in daily and scheduled *muroja'ah* activities demonstrated improved memorization fluency, better retention of previously memorized verses, and increased confidence during memorization assessments.

One of the major contributions of this study lies in its emphasis on the systematic implementation of the *muroja'ah* method within a formal school setting. While previous studies have explored various memorization techniques such as mnemonic strategies, interactive learning models, and multimedia-based Qur'anic learning tools, relatively few have focused on structured repetition as a pedagogical strategy integrated into formal educational environments (Nahdliyah et al., 2022; Rohmah et al., 2022). This study demonstrates that *muroja'ah*, when implemented through scheduled repetition sessions, teacher monitoring, and peer mentoring, can significantly enhance memorization sustainability among students. Another important contribution of this research is the identification of collaborative learning mechanisms within the *muroja'ah* process. In the observed learning environment, students with stronger memorization abilities often assisted their peers during repetition sessions. This peer-support system not only improved memorization quality but also fostered cooperative learning dynamics and social engagement among students. Previous research also highlights that collaborative learning environments can enhance students' motivation and engagement in

religious education contexts (Nuha, 2023). Furthermore, the findings support cognitive learning theory, which emphasizes the role of repeated reinforcement in strengthening long-term memory retention. Regular repetition enables learners to consolidate memorized information into long-term memory structures, reducing the likelihood of forgetting previously memorized material (Khamid et al., 2021). This study therefore contributes to the growing body of literature suggesting that repetition-based learning strategies remain essential in memorization-based educational practices.

In addition, the study highlights the importance of teacher supervision and parental involvement in strengthening memorization outcomes. Teachers play a key role in organizing repetition schedules, evaluating memorization progress, and providing motivational support. At the same time, parental involvement in supervising repetition activities at home reinforces students' learning consistency. Similar findings have been reported in previous studies indicating that parental guidance and supportive learning environments significantly influence students' learning motivation and academic achievement (Rosadi et al., 2021; Sari et al., 2024). Overall, the novelty of this study lies in its integration of structured repetition, collaborative learning practices, and continuous evaluation within a formal Tahfidz learning environment. This integrated approach provides a more comprehensive model for improving Qur'anic memorization learning in formal educational institutions.

Implication and suggestions

The findings of this research provide several important implications for the development of Tahfidz learning programs in Islamic educational institutions. First, the implementation of a structured repetition system should become an integral component of Qur'anic memorization learning. Schools should design scheduled *muroja'ah* activities that ensure students regularly review previously memorized verses before adding new memorization targets. Second, educational institutions should strengthen the monitoring and evaluation mechanisms within Tahfidz programs. The use of memorization monitoring books or progress tracking systems enables teachers to evaluate students' memorization development systematically. Continuous monitoring also helps teachers identify students who require additional support or motivation during the memorization process. Third, the study suggests the importance of collaborative learning strategies in Qur'anic memorization programs. Peer mentoring systems, where students with stronger memorization abilities assist others, can improve both memorization quality and students' engagement in learning activities. Such strategies can also create a supportive learning atmosphere that encourages students to practice memorization more consistently. Fourth, parental involvement should be strengthened as part of the Tahfidz learning ecosystem. Parents can support students' memorization practices by supervising repetition activities at home and providing encouragement for consistent learning habits. Previous research emphasizes that supportive home environments significantly influence students' learning persistence and academic success (Ridwan & Arifa, 2024).

Based on these findings, educational institutions are encouraged to develop integrated Tahfidz learning models that combine structured repetition, teacher supervision, collaborative learning, and parental support. Such an approach can help create a more sustainable memorization learning environment and improve students' memorization outcomes in the long term.

Directions for Future Research

Although this study provides valuable insights into the implementation of the *muroja'ah* method in Tahfidz learning, several limitations should be acknowledged. First, the research was conducted in a single educational institution, which may limit the generalizability of the findings to other contexts. Future studies are therefore recommended to examine the implementation of structured repetition methods in different types of Islamic educational institutions, including pesantren, Islamic primary schools, and integrated Islamic schools. Second, this research employed a qualitative approach that focused primarily on understanding the learning process and participants' experiences. Future research may adopt **quantitative or mixed-method approaches** to measure the statistical effectiveness of the *muroja'ah* method on students' memorization achievement, learning motivation, and academic performance. Third, future studies may explore the integration of **digital learning technologies** into repetition-based memorization methods. The development of digital Qur'anic memorization applications, interactive learning platforms, and multimedia-based repetition tools may provide new opportunities to enhance students' engagement in Tahfidz learning. Fourth, further research could investigate the relationship between **memorization practices and broader educational outcomes**, such as cognitive development, academic achievement, and character formation. Understanding these relationships could help educators design more holistic Qur'anic education programs that integrate cognitive, emotional, and spiritual development. By addressing these research directions, future studies can expand the theoretical and practical understanding of Qur'anic memorization learning and contribute to the improvement of Tahfidz education in various educational contexts.

IV. SIMPULAN

This study investigated the implementation of the *muroja'ah* method in Tahfidz learning at SMP IT Al-Ma'muriyyah Cicurug, Sukabumi, with a focus on understanding its role in strengthening students' Qur'anic memorization ability and learning motivation. Based on qualitative findings obtained through interviews, observations, and documentation analysis, the study concludes that the *muroja'ah* method, when implemented systematically and consistently, can significantly improve students' memorization retention and learning engagement. The results indicate that the structured repetition system applied in Tahfidz

learning plays a crucial role in maintaining the quality and sustainability of Qur'anic memorization. Scheduled repetition sessions conducted before and after formal learning activities provide students with opportunities to reinforce previously memorized verses while gradually adding new memorization targets. The use of monitoring tools, such as memorization control books and periodic evaluation systems, also contributes to the effectiveness of the learning process by enabling teachers to track students' progress and provide corrective feedback. Furthermore, the study highlights several key factors that support the successful implementation of the *muroja'ah* method. Teacher supervision, collaborative peer-learning activities, and parental involvement were identified as important elements that help sustain students' motivation and consistency in memorization practices. These factors collectively create a supportive learning environment that encourages students to engage actively in Qur'anic memorization activities. Despite the positive outcomes, several challenges were also identified, including fluctuating student motivation, limited instructional time, and varying levels of parental support at home. Addressing these challenges requires a more integrated learning management strategy that combines structured memorization schedules, continuous evaluation mechanisms, and stronger collaboration between schools and families. From a policy perspective, the findings of this study provide several implications for the development of Tahfidz learning programs in Islamic educational institutions. First, schools should establish structured and sustainable repetition systems as a core component of Qur'anic memorization learning. Such systems should include clear memorization targets, scheduled repetition sessions, and systematic evaluation procedures. Second, educational institutions should strengthen teacher capacity in managing Tahfidz learning programs, particularly in organizing repetition-based learning strategies and providing motivational support to students. Professional development programs for Tahfidz teachers may enhance their ability to implement effective memorization learning models. Third, schools should promote greater parental involvement in supporting students' memorization activities at home. Collaborative partnerships between teachers and parents can create a more consistent learning environment that reinforces memorization practices beyond the classroom. In conclusion, this study contributes to the understanding of repetition-based memorization strategies within formal Islamic educational settings. The systematic implementation of the *muroja'ah* method offers a practical and effective approach to improving Qur'anic memorization learning while simultaneously fostering students' motivation, discipline, and learning engagement. Future educational policies and program development initiatives should therefore consider integrating structured repetition strategies as a fundamental component of Tahfidz learning in formal educational institutions.

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