



KAUNY QUANTUM MEMORY FOR QUR'AN MEMORIZATION: A PRETEST-POSTTEST STUDY AMONG ELEMENTARY STUDENTS IN INDONESIAN ISLAMIC EDUCATION

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Abstract

This study aims to examine the effectiveness of the Kauny Quantum Memory method in improving students' Qur'an memorization ability. A quantitative approach with a one-group pretest–posttest design was employed involving 20 elementary students in Islamic education. Data were collected through memorization tests administered before and after the intervention and analyzed using a paired sample t-test. The findings revealed that the mean pretest score of 63.70 (0% completion) increased to 83.15 (100% completion) in the posttest. The statistical analysis indicated a significant difference ($t = 6.72, p < 0.05$). Furthermore, the normalized gain (N-gain) score of 0.54 suggests a moderate level of improvement, while the effect size (Cohen's $d \approx 1.50$) indicates a large practical impact. These results suggest that the Kauny Quantum Memory method is associated with improved memorization performance through the integration of verbal, visual, kinesthetic, and emotional learning processes. However, due to the absence of a control group, the findings should be interpreted cautiously in terms of causal inference. Future studies are recommended to employ more rigorous experimental designs and larger samples to strengthen the generalizability of the findings. Overall, the Kauny Quantum Memory method can be considered an innovative and meaningful alternative for tahfidz learning in Islamic educational settings.

Keywords: Kauny Quantum Memory, Al-Quran memorization, Islamic learning

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Article History	Received	Revised	Accepted	Published
	2025-10-28	2026-03-26	2026-04-19	2026-06-15

INTRODUCTION

مقدمة

The Al-Qur'an is a revelation from Allah SWT, which was revealed through the angel Gabriel to the Prophet Muhammad SAW as a miracle and a guide to life for all mankind. In it there are various instructions, laws and life values that can direct humans to live their lives in accordance with the provisions of Allah SWT. The Al-Qur'an comes from the word qara'a, which means reading, consists of 114 surahs, starting with basmalah except for the At-Taubah letter, and its authenticity and purity is guaranteed from changes or forgery throughout the ages (Sudariyah, 2023). Allah SWT confirms in His words: "Indeed, we have sent down to you a book in which there are causes of glory for you. So do you not understand it?" (QS. Al-Anbiyaa: 10). This verse emphasizes that the Al-Qur'an is a source of glory that must be guarded, read, memorized and practiced by Muslims (Rosyid, 2022). Efforts to preserve the Al-Qur'an can be done through reading, writing and memorizing (Parinduri, 2024). Allah SWT says: "Indeed, it is We who sent down the Qur'an, and indeed We truly preserve it" (QS. Al-Hijr: 9). This guarantee from Allah became the basis for the birth of the tradition of memorizing the Qur'an, which has lasted since

the time of the Prophet until now (Amin, 2020). In glorifying the Al-Qur'an, Muslims are also taught certain etiquette both physically and spiritually, such as maintaining purity, reading with tartil, paying attention to recitation, listening solemnly, and making the Al-Qur'an a medium of communication with Allah SWT (Nadhiro, 2023). In fact, Rasulullah SAW stated: "The best of you are those who learn the Qur'an and teach it" (HR. Bukhari, No. 5027). This hadith shows the primacy of tahfizh activities as a great tradition in Islam.

As time goes by, the current generation faces more complex challenges in memorizing the Qur'an (Sofii, 2024). Although Allah has promised ease in His words: "And indeed We have made the Qur'an easy for a reminder, then is there anyone who takes heed?" (QS. Al-Qamar: 22), the fact is that many students experience difficulty in memorizing, especially at an early age who are still in the stage of adapting to the hijaiyah letters, pronunciation, and understanding the meaning (Hikmah, 2023). Learning methods that are still conventional, such as simply repeating readings without meaning and varying strategies, often make students quickly bored, lose motivation, and even have difficulty maintaining memorization in the long term (Salsabilla, 2024). This emphasises the need for innovation in tahfizh methods that are more appropriate to the characteristics of early childhood (Anggraeni, Ansori, & Kartika, 2025).

One recently developed approach is the Kauny Quantum Memory Method, with the motto "memorizing the Quran is as easy as smiling" (Chotimah, 2022). This method was introduced by Bobby Herwibowo as a development of Kauny Abu Fikri's ideas. The concept integrates quantum learning, neuro-linguistic programming, and whole-brain learning, with an emphasis on utilising the right brain through imagination, visualisation, emotion, and kinesthetic movement in the memorization process (Yusliani, Rosnidarwati, Saiful, Zahri, & Nudia, 2023). Through this approach, memorization is no longer merely a cognitive activity but also involves affective and psychomotor aspects, making it more suited to the learning characteristics of early childhood (Parwati, Suryawan, & Apsari, 2023). This approach can be further explained through Dual Coding Theory proposed by Paivio, which states that information is more effectively retained when processed through both verbal and non-verbal systems. In the context of Qur'an memorization, verbal encoding occurs through repetition and recitation of verses, while non-verbal encoding is facilitated through visualization, gestures, and emotional engagement integrated within the Kauny Quantum Memory method (Susanti et al., 2025). Dhulkifli's (2020) research shows that the application of Kauny Quantum Memory can improve the quality of memorization as well as interactions between students and teachers, although it is less relevant when applied to adult students (Dhulkifli & Al-Qur'an and Tafsir, 2020).

Generally, students at the beginning level of memorization are introduced to Juz Amma, which contains short chapters. This Juz serves as an important foundation for those memorizing the Qur'an because it is relatively easy to memorize, is frequently recited during prayer, and contains fundamental messages of faith and worship (Ramadhani, 2024). However, the reality on the ground shows that many students still struggle to memorize it consistently (Pasaribu, 2023). Conventional methods that emphasise repetition without movement or emotional meaning are less than optimal for addressing this challenge (Uctuvia et al., 2025). In this regard, KQM offers a solution by adapting visual, kinesthetic, and emotional learning styles, which are more suitable for beginner students (Yusliani et al., 2023). Although several previous studies have demonstrated the effectiveness of Kauny Quantum Memory, these studies were generally conducted in integrated Islamic elementary schools or other formal institutions and focused on memorization outcomes in general (Dhulkifli & Al-Qur'an and Tafsir, 2020). Meanwhile, studies on the application of KQM more specifically to memorization of Juz 'Amma, an important initial

stage for Islamic students, are still relatively limited (Diana, 2020). This represents a research gap in this study: the need for further testing regarding the effectiveness of Kauny Quantum Memory in improving memorisation of Juz 'Amma in beginner Islamic students.

Based on the description, this study aims to analyse the effectiveness of the Kauny Quantum Memory method in improving the memorization ability of Juz 'Amma in Islamic students, as well as contributing to the development of a more adaptive, enjoyable, and effective tahfizh learning strategy for the young generation of Muslims. It is hypothesized that there is a significant difference between students' pretest and posttest scores after the implementation of the Kauny Quantum Memory method.

METHOD | منهج

This study used a quantitative approach with empirical methods to test the effectiveness of the Kauny Quantum Memory method in improving students' Qur'an memorization skills based on measurable data. The quantitative approach was chosen because this study focused on the collection and analysis of numerical data obtained through pretest and posttest results, as well as structured observations of learning activities (Sugiyono, 2019).

The research design used was a quasi-experimental one-group pretest–posttest design. In this design, a group of subjects was given a pretest to determine their initial Qur'an memorization skills, followed by treatment using the Kauny Quantum Memory method, then a posttest to assess improvements in memorization skills. The data obtained were analysed descriptively and quantitatively by calculating mean scores, percentage of learning completeness, and conducting paired sample t-test to determine the significance of differences in memorization skills before and after treatment (Sugiyono, 2019). However, due to the absence of a control group, this design has limitations in controlling internal validity threats such as maturation, testing effects, and external influences. Therefore, the findings of this study are interpreted as preliminary evidence of improvement rather than definitive causal conclusions.

The research subjects were Iqro' class students aged 5–11 years who were in the early stages of Qur'anic learning. The sample consisted of 20 participants selected using purposive sampling based on their level of memorization ability and active participation in the learning program. The selection of these subjects was based on their relevance to the research objective, which was to improve memorization of short chapters of Juz 'Amma through the Kauny Quantum Memory method, which emphasizes right-brain involvement through movement, meaningful association, and visual and emotional repetition (Sintia et al., 2022).

Data collection was conducted using several techniques: observation, oral memorization tests, and documentation. Observations were used to record teacher and student engagement during the learning process (Adil et al., 2023). The oral memorization test was assessed using a scoring rubric consisting of four indicators: (1) fluency, (2) accuracy of verses, (3) tajwid, and (4) adab (recitation etiquette). Each indicator was scored on a scale of 1–4, where 1 = poor, 2 = fair, 3 = good, and 4 = excellent. Fluency refers to the smoothness of memorization without hesitation, accuracy refers to the correctness of the memorized verses, tajwid refers to proper pronunciation according to recitation rules, and adab refers to students' attitudes during recitation, such as focus and respect. The total score was then converted into a final score representing students' overall memorization performance. Content validity of the instrument was ensured through expert judgment, and scoring reliability was maintained through consistent assessment procedures. Documentation in the form of activity photos, learning records, and supporting

archives was used to strengthen the research data (Azzahro, 2024).

The intervention was conducted over four learning sessions. Although relatively short, this duration was considered sufficient to observe initial changes in memorization performance. However, longer intervention periods are recommended for future research to obtain more stable and generalizable results.

Data were analysed using descriptive and inferential statistical techniques. Descriptive analysis was conducted by calculating the mean scores and percentage of learning completeness. The study was considered successful if teacher and student activity reached $\geq 85\%$ and student memorization completeness reached $\geq 80\%$ classically (Muharram et al., 2025). Inferential analysis was conducted using a paired sample t-test to examine the significance of differences between pretest and posttest scores. In addition, the normalized gain (N-gain) was calculated to determine the level of improvement in students' memorization ability. Prior to hypothesis testing, a normality test was conducted to ensure the appropriateness of parametric analysis.

This study also adhered to research ethics by obtaining permission from the institution and informed consent from students' parents or guardians. The confidentiality of participants' data was strictly maintained and used solely for research purposes.

RESULT | نتائج

This study was conducted to test the effectiveness of the Kauny Quantum Memory method in improving students' Qur'an memorization abilities. The instrument used was a memorization test in the form of a pretest (before treatment) and a posttest (after treatment). The learning process took place over four sessions, with the implementation of the Kauny Quantum Memory method, including the use of hand signals (kinesthetic movements), reinforcement of meaning per verse (semantic association), visual repetition, and an emphasis on students' emotional involvement.

The pretest results indicated that students' memorization abilities were still relatively low. The average score obtained by students was 63.70, indicating that most students were unable to recite verses fluently, still made errors in tajwid, and some often stopped at certain verses. At this stage, none of the students reached the minimum completion criterion (KKM) of 75, resulting in a learning completion rate of 0%. The minimum completion criterion (KKM) of 75 was determined based on the institutional standard for Qur'an memorization learning.

After applying the Kauny Quantum Memory method for four sessions, the posttest results showed a significant improvement. The average posttest score increased to 83.15, and all students successfully achieved scores above the KKM, resulting in a learning completion rate of 100%. The results of the paired t-test showed $t = 6.72$ and $p = 0.000 < 0.05$, indicating a significant difference between the pretest and posttest. In addition, the effect size calculated using Cohen's d showed a large effect ($d \approx 1.50$), indicating that the intervention had a strong practical impact on students' memorization ability.

Based on the comparison between pretest and posttest results, there was a substantial improvement in students' memorization ability. The mean score increased from 63.70 in the pretest to 83.15 in the posttest, showing a gain of 19.45 points. In terms of learning completeness, the percentage increased from 0% to 100%, meaning that all students who initially did not meet the minimum criterion were able to achieve it after the intervention. This comparison clearly demonstrates a consistent improvement across all participants, both in terms of average performance and learning completeness.

Furthermore, during the learning process, researchers observed changes in student engagement. At the beginning, students appeared confused and less active. However, in subsequent sessions, their participation increased significantly. They were able to associate hand gestures with the meaning of verses more effectively. These observations were recorded systematically using structured observation notes during each session, indicating increased motivation, active participation, and better retention of memorized verses.

The improvement in students' memorization performance is clearly presented in Table 1 and Figure 1.

Table 1. Comparison of Pretest and Posttest Results of Students' Qur'an Memorization

Stage	Average Value	Percentage of Completion (%)
Pretest	63,70	0,00
Posttest	83,15	100,00

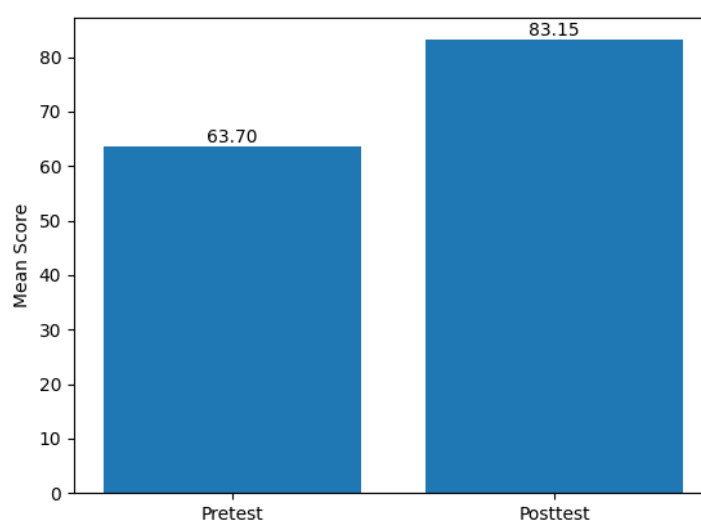


Figure 1. Comparison of Pretest and Posttest Scores

Based on the table and Figure 1, there was an increase in the average score of 19.45 points between the pretest and posttest. In terms of completion percentage, the increase reached 100%, as all students initially did not meet the completion criterion, but after the treatment, all students successfully achieved it.

Furthermore, observations during the learning process indicated notable changes. During the first session, students still appeared confused in associating hand gestures with the wording of the verses. However, in the subsequent sessions, student engagement increased significantly. They found it easier to memorize verses with the support of gestures and meaning-based associations. For example, when memorizing a verse with a specific keyword, students were able to recall the corresponding gesture, which facilitated faster and more accurate memorization. These observations were recorded systematically using structured observation notes during each session.

In terms of learning motivation, researchers also observed significant improvement. Initially, students tended to be passive and relied mainly on verbal repetition. However, after the implementation of the Kauny Quantum Memory method, they became more enthusiastic and actively participated in the learning process. The classroom atmosphere became more interactive, as students engaged with one another, responded to mistakes positively, and

supported each other during memorization activities. This dynamic contributed to increased concentration and better memorization retention.

Thus, descriptively, the results of this study indicate that the implementation of the Kauny Quantum Memory method had a positive impact not only on improving quantitative outcomes but also on students' learning behaviour, motivation, and active participation in the Qur'an memorization process.

Table 2. Students' Qur'an Memorization Pretest and Posttest Scores

Students	Pretest	Posttest	Pretest Completion	Posttest Completion
S1	60	80	Not yet finished	Completed
S2	55	78	Not yet finished	Completed
S3	62	82	Not yet finished	Completed
S4	70	88	Not yet finished	Completed
S5	68	85	Not yet finished	Completed
S6	58	79	Not yet finished	Completed
S7	64	84	Not yet finished	Completed
S8	66	86	Not yet finished	Completed
S9	61	81	Not yet finished	Completed
S10	63	83	Not yet finished	Completed
S11	72	89	Not yet finished	Completed
S12	59	80	Not yet finished	Completed
S13	67	87	Not yet finished	Completed
S14	69	85	Not yet finished	Completed
S15	62	82	Not yet finished	Completed
S16	64	84	Not yet finished	Completed
S17	60	80	Not yet finished	Completed
S18	71	88	Not yet finished	Completed
S19	58	79	Not yet finished	Completed
S20	65	83	Not yet finished	Completed

Based on the table above, there is a clear increase in students' Qur'an memorization abilities after the treatment. All 20 students showed improvement in their scores from the pretest to the posttest, with an average increase of approximately 20 points. Furthermore, during the pretest stage, all students were categorized as "Not Yet finished," while in the posttest stage, all students achieved the "Completed" status.

This finding indicates that the implementation of the Kauny Quantum Memory method contributed to the improvement of students' memorization abilities and the achievement of the learning targets. However, considering the absence of a control group, these results should be interpreted as preliminary evidence of improvement rather than definitive causal conclusions. Thus, it can be concluded that the learning intervention provided had a positive and statistically significant impact on students' Qur'an memorization outcomes.

Table 3. Distribution of Pretest and Posttest Scores of Students

Value Range	Number of Pretest Students	Number of Posttest Students
< 60	5	0
60 – 69	10	0
70 – 79	5	3
80 – 89	0	17
≥ 90	0	0

Based on the table above, the results of the study indicate that the application of the Kauny Quantum Memory method is associated with an improvement in students' ability to memorize the Qur'an. A comparison between the pretest and posttest scores shows a consistent increase across all students. At the pretest stage, the average student memorization score was

63.70 with a learning completion rate of 0%, meaning that no student reached the KKM of 75. On the other hand, after the treatment in the form of implementing Kauny Quantum Memory for four meetings, the average score increased to 83.15, and the completion rate reached 100%. These data suggest that the Kauny Quantum Memory method may contribute to improved memorization performance and learning achievement.

Judging from the distribution of scores, at the pretest stage, most of the students were in the 60–69 range, with 10 students, while 5 students were still in the <60 category. None of the students were in the ≥ 80 range. This illustrates that the initial memorization ability was still relatively low. However, after the implementation of Kauny Quantum Memory, the condition changed noticeably. Most of the students moved to the 80–89 range, with 17 students. This indicates an overall improvement in memorization performance after the intervention.

Theoretically, this improvement can be explained through the dual coding theory proposed by Paivio (1986), where information processed through both verbal and nonverbal channels tends to be more easily retained in long-term memory (Nursolehah et al., 2024). In this study, verbal memorization of Qur'anic verses was supported by hand movements as a visual-kinesthetic code. This dual association between sound (verbal) and movement (nonverbal) may help facilitate students' recall of memorized verses.

The findings of this study are in line with previous research by Faiz Ulumudin (2023), which reported that the Kauny Quantum Memory method can improve memorization outcomes due to multisensory involvement. Similarly, Lina Sopyana (2022) found that the integration of visual, auditory, and kinesthetic elements may enhance students' retention of short verses. These studies support the idea that multisensory learning can be more effective than purely verbal repetition.

In addition to cognitive aspects, the implementation of Kauny Quantum Memory also appears to influence affective aspects, particularly student motivation. During initial meetings, students tended to be passive and relied on repetition-based memorization. However, after the intervention, classroom observations showed increased participation and engagement. Students appeared more active and responsive during learning activities, which may contribute to better learning retention.

Supporting studies by Chotimah (2022) and Suhendar (2022) also suggest that kinesthetic and interactive learning approaches can enhance students' engagement and concentration in memorization activities. Therefore, the findings of this study suggest that Kauny Quantum Memory has potential benefits not only in improving memorization scores but also in supporting a more engaging learning atmosphere.

Overall, the results of this study indicate that Kauny Quantum Memory may be used as an alternative approach in Qur'an memorization learning, particularly in supporting students' cognitive, affective, and psychomotor engagement in the learning process.

DISCUSSION

مناقشة

The results of this study demonstrate that the Kauny Quantum Memory (KQM) method is associated with an improvement in students' Qur'an memorization skills. This is reflected in the increase of the average score from 63.70 in the pretest to 83.15 in the posttest, along with an increase in mastery level from 0% to 100%. The paired sample t-test result ($t = 6.72$, $p = 0.000 < 0.05$) indicates a statistically significant difference between students' memorization performance before and after the intervention. These findings suggest that the implementation of the KQM

method is linked with better memorization outcomes among students.

The effectiveness of KQM can be explained through Paivio's Dual Coding Theory (1986), which states that information is better retained when processed through both verbal and non-verbal systems (Nursolehah et al., 2024). In this study, verbal memorization of Qur'anic verses was supported by kinesthetic movements and meaning-based associations. The use of hand gestures functioned as visual and motor cues that strengthened memory encoding, while repetition of verses provided verbal reinforcement. The combination of these two channels may enhance recall by creating multiple retrieval pathways in memory.

From a cognitive perspective, the integration of movement and meaning may also be more effective because Qur'anic verses often contain rhythmic patterns and structured linguistic repetition. Such structure may naturally support memory encoding when combined with physical gestures and emotional engagement. In addition, the spiritual context of Qur'an memorization may increase attentional focus and emotional involvement, which are known to strengthen memory consolidation processes. This suggests that the effectiveness of KQM is not only related to multisensory learning, but also to the meaningful and contextual nature of religious learning itself.

These findings are consistent with previous studies on multisensory learning in memorization contexts. Ulumudin (2023) found that the KQM method improves memorization outcomes by involving multiple sensory modalities. Similarly, Sopyana (2022) reported that the integration of visual, auditory, and kinesthetic elements enhances memory retention of short Qur'anic verses. Broader studies on multisensory learning in education also support the idea that combining modalities can improve cognitive processing and recall, particularly in memory-based learning tasks.

In addition to cognitive outcomes, this study also highlights the role of affective factors in learning. During the implementation of KQM, students showed increased motivation, participation, and engagement compared to the initial sessions. The learning environment became more interactive, where students actively used gestures, responded to peers, and demonstrated enthusiasm during memorization activities. According to Sardiman's motivation theory, positive emotional engagement in learning can increase attention and persistence, which contributes to better learning outcomes (Cahyono, Hamda, & Prahastiwi, 2022). This indicates that emotional involvement is an important component in the success of KQM implementation.

This finding is also supported by Chotimah (2022) and Suhendar (2022), who emphasize that kinesthetic and interactive learning approaches can enhance concentration and engagement in Qur'an memorization. Therefore, the success of KQM can be understood as a combination of cognitive strategy, emotional engagement, and active learning participation.

Although the findings show positive results, this study has several limitations. First, the research design used only a one-group pretest–posttest without a control group, which limits the ability to fully attribute the improvement solely to the intervention. Second, the sample size was relatively small ($n = 20$), which limits generalizability. Third, the intervention period was relatively short, which may not fully capture long-term retention of memorization. Therefore, future studies are recommended to use experimental designs with control groups, larger samples, and longer intervention periods.

In terms of contribution, this study provides empirical support for the use of multisensory-based learning methods in Qur'an memorization. It also extends the application of Dual Coding

Theory into religious memorization contexts, particularly in tahfidz learning. Practically, the findings suggest that teachers may consider integrating movement, visual association, and emotional engagement as part of Qur'an memorization instruction to improve student learning experiences and outcomes.

CONCLUSSION | خاتمة

This study highlights the improvement of students' Qur'an memorization ability after the implementation of the Kauny Quantum Memory method. The findings show that the average memorization score increased from 63.70 in the pretest with a 0% completion rate to 83.15 in the posttest with a 100% completion rate. The results of the paired sample t-test also indicated a significant difference between pretest and posttest scores ($t = 6.72$; $p < 0.05$). These results suggest that the Kauny Quantum Memory method is associated with improved memorization performance through the integration of verbal, visual, kinesthetic, and emotional learning processes.

Thus, the Kauny Quantum Memory method indicates potential effectiveness as an alternative approach in Qur'an memorization learning in Islamic educational settings.

In practical terms, this study implies that Qur'an memorization learning can be enhanced through multisensory strategies that actively involve students in both cognitive and physical engagement. For example, teachers may develop structured Kauny Quantum Memory modules for Juz 'Amma accompanied by standardized gesture scripts for each verse, implement peer-feedback sessions to improve pronunciation accuracy and tajwid, and provide teacher training in multisensory memorization strategies to ensure consistent classroom implementation.

However, this study has several limitations. It used a one-group pretest–posttest design without a control group, involved a relatively small sample size, and was conducted over a short intervention period of four sessions. Therefore, the findings should be interpreted as preliminary evidence rather than strong causal proof of effectiveness.

Future research is recommended to address these limitations by employing a control group design, conducting longitudinal studies to measure long-term memorization retention, and exploring the integration of Kauny Quantum Memory with digital learning technologies to provide more interactive and adaptive feedback during memorization activities.

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