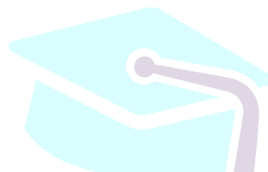


## Efforts to Improve the Ability to Memorize Juz 30 through Illustrated Juz Amma Books for Children at Ra Ar Raihan Bantul

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**Abstract:** This study aims to improve the ability to memorize Juz 30 in children through the media of illustrated Juz Amma books in group B children at RA Ar Raihan Bantul in semester 1 of the 2021/2022 Academic Year. This research is a Classroom Action Research with research procedures including planning, implementation, observation and reflection. The research consists of 2 cycles, the subjects of the research are children in group Bdi RA Ar Raihan Bantul in semester 1 of the 2021/2022 Academic Year. The object of the research is the ability to memorize Juz 30, which is observed through a video simulation of learning improvement. Data is obtained from observations, namely reflection sheets. Data analysis is carried out using narrative-qualitative analysis. The results of the analysis of the learning improvement simulation, the advantages carried out by the teacher are the use of illustrated Juz Amma book media, so that children are interested in participating in memorizing Juz 30. While the weaknesses carried out by the teacher are less cheerful facial expressions, unclear/detailed delivery of assignments. Based on this analysis, it can be concluded that memorizing activities using illustrated Juz Amma books can improve children's memorization skills at RA Ar Raihan Bantul in Semester 1 of the 2021/2022 academic year.

**Keywords:** Ability to memorize, illustrated books, early childhood.

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### INTRODUCTION

Early childhood is a group of individuals who are in the age range of 0-8 years. This is a general definition used by The National Association For The Education of Children (NAEYC). At this time the process of growth and development in various is experiencing a rapid period in the span of human life development. The learning process as a form of treatment given to children must pay attention to the characteristics of each stage of child development. Early childhood education According to Permen Dikbud No. 146 of 2014 is an effort to foster children from birth to 6 (six) years of age which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. In other words, early childhood education has a role to prepare and train early childhood to enter further education. The objectives to be achieved in the learning program at RA Ar Raihan are that children have faith and piety towards Allah, have good habits as exemplified by the Prophet Muhammad, are accustomed to and enjoy reading the Quran, enjoy memorizing the Quran, children are stimulated in aspects of child development, both religious and

moral values, social emotional, cognitive, art, language, and physical motor skills, children are accustomed to a healthy lifestyle, children with the surrounding environment are marked by throwing garbage in its place and learning to sort garbage, students are ready to continue to the next level marked by the maturity of 6 aspects of development.

The development of early childhood abilities according to Permen Dikbud No. 146 of 2014 is expected to meet the PAUD competency standards, namely having a spiritual attitude (accepting the teachings they believe in), social attitudes (having a healthy lifestyle, curiosity, creativity and aesthetics, self-confidence and discipline, independence, care, adaptability, honesty, humility, politeness, in interacting with family, educators and friends), knowledge (recognizing oneself, family, friends, educators, the surrounding environment, technology, arts and culture at home, playgrounds and PAUD units by observing with the senses {seeing, hearing, smelling, feeling, touching}, asking, collecting information, reasoning and communicating through play activities), skills (showing what is known, felt, needed, and thought through language, music, movement, and work productively and creatively, and reflecting the behavior of children with noble morals) From the results of the author's observations and monitoring during his time as an PAUD educator, the author found the fact that early childhood children have diverse abilities in each individual and in terms of their development. This is influenced by several factors such as intelligence level, ability, memory, emotion, character, learning style, experience, endurance, heredity, family environment, etc. Every child has different strengths, needs and interests. Every child has a level of special learning and development needs / special abilities, for example certain talents in the fields of art, physical, language, cognitive. Environmental factors greatly determine the level of child development. If a child grows and develops in a supportive environment, gets education, guidance from the environment around him, then his potential will develop well, and vice versa.

Among the problems of child development are the lack of understanding of religious teachings and the lack of character in early childhood. Children need guidance and direction to better understand the teachings of their religion and to have more character and noble morals. By having a good understanding of religion according to their age and having a noble character/morals, it is hoped that it will support children's readiness to continue their education at the next level. Guidance, education and teaching of religion and noble morals to children are carried out in tahfidz activities. Through the activity of memorizing short letters, it will increase children's understanding and acceptance of the teachings of their religion and strengthen children's character to have noble morals. Based on observations that have been made by the author in the field, problems were found in the development of moral and religious values, especially in the tahfidz activities of juz 30 in class, namely the variation in children's enthusiasm and focus in participating in tahfidz activities in Group A RA Ar Raihan Bantul. During the learning process, the researcher saw the lack of use of supporting media in teaching tahfidz. This condition is suspected to be one of the causes of the lack of success in fostering children's motivation and focus to participate in tahfidz activities in . The problem that arises during tahfidz activities is the variation in children's enthusiasm for participating in these activities. Children sometimes seem less focused on participating in tahfidz activities. Out of 9-10 children, the enthusiasm for participating in takfidz activities seems to fluctuate and vary, 30% of children are enthusiastic, 30% are moderate and 30% are lacking.

Based on the problems that occur at RA Ar Raihan, I am interested in researching the use of illustrated juz amma book media as one way to increase focus and enthusiasm for participating in tahfidz activities in PAUD children so that it can improve the conditions of tahfidz teaching activities juz 30 which are carried out at RA Ar Raihan. This media is considered capable of solving the above problems because in the learning process, aids or media can not only facilitate the communication process but can also stimulate students to respond well to all messages conveyed. The use of learning media in addition to being able to provide stimulation for students to experience the learning process, learning media also has an important role in supporting the quality of the teaching and learning process.

Learning media is anything that is used to convey messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage the occurrence of a deliberate, purposeful, and controlled learning process.

## METHODS

This research will be conducted in Tahfidz Group 3 in Group B3 RA Ar Raihan Bantul located at Jalan Ir.H Juanda Kwen, Trirenggo Bantul, Bantul, Yogyakarta. The characteristics of children in Tahfidz Group 3 are children who need more motivation and conditioning, because these children are less focused and less enthusiastic in participating in memorizing juz 30 activities. The research used is Classroom Action Research (CAR), which is action research by teachers carried out in the classroom with the aim of improving teacher performance so that children's learning outcomes increase (Wardani, 2003). The Classroom Action Research (CAR) referred to in this study is the teaching and learning process in Kelampok Tahfidz 3 in Group B3 RA Ar Raihan Bantul in the 2021/2022 Academic Year using the Illustrated Juz Amma book media to increase children's focus and enthusiasm in participating in Tahfidz Juz 30 activities. The subjects of the study were children of Tahfidz Group 3 in Group A3 RA Ar Raihan, Trirenggo Village, Bantul District, in the 2021/2022 Academic Year, totaling 9, consisting of 6 boys and 3 girls. And the object of the study was the focus and enthusiasm of children in participating in memorizing Juz 30. The study was conducted to examine how teachers plan the learning process to memorize Juz 30 using illustrated Juz Amma books and how to implement it as a program to improve teacher skills and develop methods in the school itself. At this stage, a scenario is created which is a description of the action, so that researchers can easily carry out actions or learning with the hope that the use of illustrated Juz Amma books can increase children's enthusiasm, especially in participating in Tahfidz Juz 30 activities. The action planning stages are as follows: 1) Researchers conduct curriculum analysis to determine the basic competencies that will be delivered to students in the learning process; 2) Make a learning implementation plan; 3) Make a learning scenario using illustrated Juz Amma books; 4) Compiling observation sheets to record situations during learning; 5) Creating research instruments; 6) Compiling learning evaluation tools; 7) Designing evaluation tools; 8) Planning test result analysis.

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During the implementation of the action, observations were made, what was observed were the teacher's activities during the learning simulation process, and all were recorded in the observation sheet that had been prepared. Evaluation of learning outcomes was carried out at the end of each cycle. The activities carried out at this stage were: 1) Seeing deficiencies in the learning simulation process with the observation sheet; 2) Making improvements to carry out the next cycle. No matter how much data is collected, it will not be meaningful before the data is analyzed. After the data is collected, the next step is to analyze the data. The data analysis technique used in this study is the Critical Analysis technique. Critical analysis techniques are related to qualitative data, namely activities to reveal the weaknesses and strengths of teacher performance in the learning process based on normative criteria.

The results of the analysis are used as the basis for preparing action plans for the next stage. The reflection stage is intended to thoroughly review the actions that have been taken and then conduct an evaluation in order to perfect the next action. Reflection is an act of contemplating, observing the results of data analysis whether the actions that have been carried out are in accordance with the plan and where the weaknesses are that must be corrected in the next cycle (Jontarnababan, 2020). Hopkins stated that Reflection in PTK includes analysis, synthesis and assessment of the results of observations of the actions taken. If there is a problem with the reflection process, a re-assessment process is carried out through the next process which includes activities: re-planning, re-action and re-observation so that the problem can be resolved (Jontarnababan, 2020). Analysis of research results and reflection is carried out at the end of the cycle. At this stage, the researcher examines the implementation and results obtained in providing classroom actions in a cycle, and the results of this reflection are used as a basis for improving and perfecting the planning and implementation of actions in the next cycle.

## **RESULTS**

The improvement steps taken in accordance with the cycle design that has been made are arranged in an improvement scenario. The cycle is implemented by creating a learning simulation video with a duration of 09.54 minutes. The learning improvement simulation was carried out on November 1, 2021 with the theme of Vehicles and the subtheme of Motorized Vehicles. In this video, the author provides 3 activities, namely opening activities, core activities, and closing activities. The following is a description of the implementation of learning improvement activities in cycle 1: Things that are improved / improved include. (1) Development Activity I (Opening). Teachers invite children to sing Burung Ababil, Teachers provide an introduction to the activity of memorizing the letter Al Fiil using the illustrated Juz Amma book media, Teachers ask children to imitate reciting/memorizing the letter Al Fiil verse 1 (according to the verse fragments, then connecting them), Teachers appreciate children who have tried to follow the activity of memorizing the sound of Al Fiil verse 1. (2) Development Activity II (Core) The teacher prepares the media to be used (LKS), Teachers mention the type of activity, namely grouping elephant pictures by coloring, Teachers mention the reinforcing word, Al Fill. Elephant, Teachers explain the rules in carrying out the activity, Teachers invite children to carry out the activity, Teachers provide messages and motivation to be neat in carrying out the activity. (3) Development Activity III (Closing) The teacher invites children to repeat the memorization of Al Fiil verse 1.

The teacher appreciates children who have followed the activity of repeating the memorization of Letter Al Fill verse 1 The implementation of the learning improvement



simulation in cycle 1 can be accessed on the YouTube link <https://youtu.be/YDgEgeRSRaM>. In the opening section, the improvements made were to develop children's memorization skills by singing Burung Ababil and memorizing the Al Fiil letter using illustrated Juz Amma media. In the core section, the improvements made were to develop memorization skills by grouping elephant pictures by coloring.

In the closing section, improvements were made in developing children's memorization skills by repeating memorization, and guessing/connecting the end of the verse. The improvement scenario began by creating a cycle 1 design containing activities that would be carried out to improve memorization skills in children of Tahfidz Group 3 in Group B3 at RA Ar Raihan Bantul, DIY. After completing the Cycle 1 design, we consulted with the PKP Tutor and then began to compile a daily learning plan according to the cycle design that had been made. After the learning plan was made in one cycle, then we created a simulation of the implementation of learning by recording a video of the learning simulation due to the corona virus pandemic conditions so that it was not possible to carry out practice at school.

After seeing the results of the first cycle simulation and reflecting on the weaknesses, a cycle two improvement scenario was designed. The improvement steps taken in cycle 2 were arranged in an improvement scenario. The cycle was implemented by creating a learning simulation video with a duration of 07.48 minutes. The learning improvement simulation was carried out on November 19, 2021 with the theme "The Miracles of the Quran" and the sub-theme "Earth". In this video, the author provides 3 activities, namely opening activities, core activities, and closing activities. The following is a description of the implementation of learning improvement activities in cycle 2: Things that were improved/improved include: (1) Development Activity I (Opening) Teacher The teacher invites children to sing Nikmat Allah, The teacher invites children to memorize the Al Kautsar letter using the illustrated Juz Amma book media, The teacher provides an explanation of the translation of the Al Kautsar letter using the illustrated Juz Amma book media. The teacher appreciates the children who are willing to try to follow the activity of memorizing the Al Kautsar verse

In the opening part, the improvements made are singing Nikmat Allah and memorizing the Al Kautsar letter using the illustrated Juz Amma media. In the core part, the improvements made are drawing various blessings of Allah. In the closing part, the improvements made are a quiz connecting the verses of the Al Kautsar letter. The improvement scenario begins by looking at the weaknesses and strengths in cycle 1, making reflections, then compiling a cycle 2 design where activities are designed with improvement steps. In an effort to improve children's memorization abilities, the teacher tries to apply the use of illustrated Juz Amma book media to repeat the memorization of other letters, and improve delivery (language, more cheerful facial expressions, bright appearance).

This research aims to examine the effectiveness of using illustrated Juz Amma books in improving the ability to memorize Juz 30 among children at RA Ar Raihan Bantul. The study was conducted using a qualitative approach with observation methods and interviews with teachers and parents to gather more comprehensive data on the learning process and the children's memorization development. The illustrated Juz Amma book used in this research was designed with illustrations that help children understand the meaning of the surahs in Juz 30. Each page of the book displays the verses of Juz 30 along with images representing the meaning of the respective surah. This approach is intended to help children not only memorize the verses but also associate each verse with a relevant image, reinforcing their memory through visual associations. Observations showed that children using the illustrated Juz Amma book showed significant improvement in their ability to memorize the surahs of Juz 30. Children were able to recall and understand the surahs they memorized more quickly after viewing the related images. The memorization process, which was previously difficult for some children, became more enjoyable and easier to remember. Furthermore, teachers at RA Ar Raihan Bantul

provided positive reinforcement whenever a child successfully memorized a surah, either in the form of praise or rewards. This significantly motivated the children to continue memorizing and improving their abilities. The use of the illustrated Juz Amma book proved effective in creating a fun learning atmosphere and enhancing children's interest in learning the Qur'an.

Interviews with parents also revealed positive results. Most parents reported that their children became more enthusiastic about memorizing the Qur'an after using the illustrated Juz Amma books. They observed that their children not only memorized more quickly but also understood the meaning of the surahs they memorized. "My child now enjoys learning the Qur'an more, and he memorizes faster after using the illustrated book," said one parent. This study found that the use of the illustrated books also helped children understand the structure and context of the surahs in Juz 30. The illustrations served as deep visual reminders for the children, allowing them to not only memorize but also understand the message contained in each verse. This enhanced their comprehension and involvement in the memorization process.

However, the study also noted some challenges, particularly in maintaining consistency in children's memorization at home. Some children still required more supervision from their parents to ensure they continued reviewing their memorization outside of class. Nevertheless, the illustrated Juz Amma book remained an effective tool in capturing the children's attention and facilitating their memorization. Improvement in memorization could also be seen in the monthly evaluations conducted. In these evaluations, children using the illustrated Juz Amma book performed better compared to those who did not use this media. They not only memorized more surahs in a shorter time but also retained the verses they had learned better. Additionally, interactions between teachers and students during the memorization process became more engaging. Teachers found it easier to explain the meanings of the verses and help children struggling with memorization. The illustrated Juz Amma book also gave teachers the opportunity to teach basic tafsir (interpretation) to the children, so they not only memorized but also understood the content of the Qur'an. Overall, this research shows that the use of the illustrated Juz Amma book is highly effective in improving the ability to memorize Juz 30 among children at RA Ar Raihan Bantul. This book not only helps children memorize surahs more easily and quickly but also deepens their understanding of the Qur'an's message. Therefore, this method can be considered a beneficial alternative for teaching the Qur'an to young children.

The effectiveness of using illustrated Juz Amma books was further supported by feedback from the teachers. Teachers observed that children who utilized this medium were more engaged during the learning sessions. The inclusion of visual elements in the book helped sustain the children's attention and prevented them from becoming bored or distracted during the memorization process. This is particularly important in early childhood education, where maintaining attention is crucial for successful learning outcomes. In addition, the illustrated books were found to promote a more interactive learning experience. Children were able to engage not only with the content but also with their peers and teachers in a more dynamic way. For instance, teachers encouraged children to describe the pictures in the books, which helped improve their communication skills while reinforcing their memorization. This method created a learning environment where both intellectual and social development were promoted simultaneously.

Another notable finding from this research is that the use of illustrated Juz Amma books aligned with various learning styles of the children. Some children are visual learners, while others may learn best through auditory or kinesthetic methods. The visual aspects of the book helped cater to the needs of visual learners, while the act of reading aloud or repeating verses allowed children with different learning styles to benefit as well. This multimodal approach proved to be highly effective in fostering the memorization process. Moreover, the research revealed that the children demonstrated greater retention of the surahs they had memorized when the lessons incorporated the illustrated books.

The use of visual memory aids enhanced their ability to recall not only the text but also the meaning behind each surah. This deeper understanding fostered a more meaningful connection between the children and the content of the Qur'an, beyond simply memorizing the words.

The involvement of parents in the learning process was another significant factor in the success of the memorization efforts. The research found that when parents were actively engaged in their children's learning, particularly by reviewing the memorized surahs at home, the children's ability to retain what they had learned improved substantially. Parents reported that they felt more confident in supporting their children's learning at home, knowing that the illustrated books provided a more enjoyable and engaging approach to Qur'anic studies. While the illustrated books were an essential tool in this process, the role of teachers remained critical in guiding the children's learning. Teachers were not only responsible for presenting the material, but they also served as motivators, providing encouragement and praise, which helped maintain the children's interest and enthusiasm for memorizing. Teachers also ensured that each child was given the support they needed to succeed at their own pace, understanding that each child's learning journey is unique.

The study also evaluated the impact of the illustrated Juz Amma books on the children's understanding of the themes and moral lessons contained within the surahs. Many of the children were able to identify and discuss the moral values that are present in the surahs, such as the importance of honesty, kindness, and patience. This suggests that the integration of visual elements not only enhanced memorization but also contributed to the children's moral and spiritual development. Furthermore, the research highlighted the positive effects of the illustrated Juz Amma books on building the children's self-confidence. As they successfully memorized surahs and received praise from their teachers, the children began to develop a sense of accomplishment and pride in their learning. This increase in self-confidence encouraged them to continue their memorization efforts, as they began to see themselves as capable learners.

Another critical observation from the research was the overall improvement in the classroom atmosphere. The use of illustrated books created a more positive and encouraging learning environment. Children were more eager to participate in lessons, and teachers noticed that the children were more excited to share what they had learned with their classmates. The shared excitement and enthusiasm in the classroom contributed to a collaborative learning experience where children motivated one another. The findings also suggest that the illustrated books helped bridge the gap between formal education and home learning. The children were able to independently review their memorized surahs at home with the support of the illustrated books, creating a seamless connection between school and home-based learning. This reinforced the concept of lifelong learning, where the children could continue their memorization and understanding of the Qur'an outside the classroom.

One of the long-term benefits of using illustrated Juz Amma books was the children's increased interest in the Qur'an, which extended beyond the formal memorization process. Many of the children began to ask questions about the meaning of the verses and express a deeper curiosity about the teachings of Islam. This shift in attitude suggests that the approach of combining visual aids with memorization not only helped the children memorize the surahs but also sparked a long-term interest in religious education. In conclusion, the research confirms that using illustrated Juz Amma books is an effective method for improving memorization skills among children in RA Ar Raihan Bantul. The visual elements of the book significantly enhance children's ability to memorize the surahs, understand their meanings, and retain the content over time. By integrating these books into the learning process, children not only developed strong memorization skills but also cultivated a deeper connection to the Qur'anic teachings. The research highlights the potential of visual learning tools in early childhood education, providing valuable insights for educators seeking innovative and engaging methods to teach religious content.

## DISCUSSION

The weaknesses found in cycle 1 were the voice paused/interrupted when mentioning the cheers, less smile (during prayer and singing), the length of the opening duration and the lack of brightness of the clothes (veil) used and the use of inappropriate words. The weaknesses in Cycle 2 were that at the beginning of the learning simulation video there was a sound other than the teacher's voice, the introductory sentence before the memorization activity was not long enough (impressed directly), the memorization of prayers and letters sounded faster, less tartil. The weaknesses in cycles 1 and 2 were that the teacher was not complete in mentioning the media used for coloring and drawing (crayons, markers). From the results of the implementation of the simulation of the implementation of cycle 1, the advantages carried out by the researcher were facial expressions and movements when singing songs, the use of illustrated Juz Amma book media that could attract children's interest and stimulate children's curiosity, and the appreciation expressed by the teacher could increase children's motivation in participating in memorizing Juz 30.

Based on the data from the learning simulation results, it can be concluded that the illustrated Juz Amma book media in developing children's memorization skills plays a good role in increasing children's interest. This is in accordance with the function and purpose of implementing media, namely to stimulate children to carry out activities, thoughts, feelings, attention and interests. Learning activities that involve thoughts, interests, emotions and personal feelings in addition to intellectual, will greatly influence children and have a longer impression. Learning media is a very powerful tool in generating emotional responses such as feeling, sympathy, love and joy, so special attention is needed in designing learning media so that emotional responses to increase learning motivation appear in children (Yuliani Nurani Sujiono, 2019). The teacher's strategy in developing memorization skills by using illustrated Juz Amma book media is in accordance with the characteristics of children who like imaginative and interesting things. To improve the ability to memorize short letters in children, it is necessary to try supporting activities such as repetition, quizzes, and activities that can stimulate students' memory. Motivation and appreciation in children are also needed to increase children's enthusiasm in participating in memorizing juz 30.

This research shows that the use of illustrated Juz Amma books has a significant positive impact on improving children's ability to memorize the surahs of Juz 30 at RA Ar Raihan Bantul. One key factor in the effectiveness of this method is the visual element in the book, which helps children associate each verse with a relevant image. This greatly supports the memorization process, as young children are more likely to understand and retain information through visual representations. It is important to note that young children often have limited attention spans and memory capacity. Therefore, incorporating visual aids, such as illustrations, into the learning process proves to be effective in facilitating memorization. The illustrated Juz Amma books, with images that depict the meaning of each surah, provide children with a more enjoyable and memorable way to memorize the verses of the Qur'an.

Furthermore, the use of engaging and interactive learning methods is crucial for young children. The illustrated books make the memorization process not just about rote repetition, but also an experience that involves visual stimulation. This keeps children motivated and engaged in their learning, as they find the books visually appealing and are encouraged to continue memorizing. The research also indicates that positive reinforcement from teachers, such as praise and rewards, played a significant role in boosting children's motivation to memorize. Offering continuous encouragement made children feel appreciated, increasing their determination to proceed with their memorization. This highlights the importance of teachers in creating a supportive learning environment that nurtures children's self-confidence and fosters a love for learning.



In addition, the illustrated Juz Amma books helped improve the children's understanding of the meaning of the surahs they memorized. While the primary goal of this method is to enhance memorization, the visual aids also helped children grasp the moral lessons embedded in the surahs. By understanding the meaning of the verses, children not only memorized the words but also internalized the values that can be applied in their daily lives. Visual-based learning is more effective in capturing children's attention compared to conventional text-only methods. Through the illustrations that represent the context of the Qur'anic verses, children are able to easily associate the meaning with the images they see, reinforcing their memory of the surah. This is an example of applying visual learning theory, which has proven to be effective in early childhood education.

However, despite the positive results, the research did highlight some challenges, particularly in maintaining consistency in children's memorization at home. Not all parents are able to provide sufficient supervision to ensure their children review the verses outside of class. Therefore, it is crucial to have additional support from parents to create a consistent learning environment at home, in addition to the classroom experience. The study also found that while the illustrated books were an essential tool, the role of teachers remained vital in guiding children's learning. Teachers serve not only as instructors but also as motivators who provide constant support to keep children excited about memorizing. Classroom learning must be supplemented with repetition and personalized guidance to ensure that each child grasps and memorizes the surahs effectively.

Moreover, the importance of regular evaluations was emphasized in the research. Monthly evaluations showed that children using the illustrated Juz Amma books demonstrated significant improvement in their memorization abilities. These evaluations offered valuable insights into the effectiveness of the media used and helped teachers assess each child's progress, allowing for adjustments in the teaching methods if necessary. Overall, this discussion underscores the idea that the use of illustrated Juz Amma books is an innovative and effective method for improving Qur'anic memorization at the early childhood education level. These books not only help children memorize the surahs more quickly but also enhance their understanding of the deeper meanings of the Qur'an. With support from teachers and parents, this approach can become a highly effective tool in shaping children's character and instilling a lifelong love for the Qur'an.

One of the most compelling aspects of using illustrated Juz Amma books is how it supports active learning. Traditional memorization techniques often involve passive repetition, where children simply repeat the verses over and over until they are committed to memory. However, the illustrated books introduce an active learning process, where children interact with the material in a way that is both intellectual and sensory. This kind of active engagement, where children must think about and connect images with the verses, helps them internalize the material in a more meaningful way. The illustrated Juz Amma books also bridge the gap between abstract concepts and tangible, real-world understanding. The illustrations serve as concrete representations of the meaning behind each surah, making abstract ideas easier for young minds to comprehend. For example, a surah about patience may include images depicting calmness or perseverance, which help children to visualize the moral lessons in a way that words alone cannot convey. This approach fosters a deeper understanding of the Qur'an, not just as a book of verses to memorize, but as a guide for everyday life.

Another important benefit is the way the illustrated books contribute to improving literacy skills in general. Although the primary goal is to improve memorization of the Qur'an, the children also benefit from increased exposure to written Arabic text. They begin to familiarize themselves with the shapes, structure, and flow of the Arabic script, which is essential for developing basic reading skills. Over time, this familiarity with the script enhances their ability to read and recite the Qur'an fluently, and it also helps with their ability to read other Arabic texts. The emotional connection children develop with

the Qur'an through the use of these illustrated books is particularly notable. When learning through more engaging, interactive methods, children are likely to feel a stronger emotional bond to the Qur'an itself. This emotional connection is essential for creating a lasting impact, as children are more likely to view the Qur'an not just as an academic task, but as a source of spiritual and moral guidance. By making the Qur'an visually appealing and emotionally resonant, illustrated books foster a positive, lasting attitude toward religious study.

Furthermore, the use of illustrations in teaching Juz Amma creates a sense of wonder and curiosity among young learners. For children, the process of discovery is exciting. As they decode the meanings behind the illustrations, they begin to explore the Qur'anic verses more deeply. The images spark questions, discussions, and a natural desire to know more. This intrinsic curiosity is a powerful motivator for further learning and creates a lifelong habit of seeking knowledge, which is especially important in early childhood education. The illustrated Juz Amma books also provide a valuable opportunity for parents and teachers to collaborate on the child's education. With these visual tools, parents are better equipped to assist in reinforcing the memorization process at home. For instance, parents can ask children to explain the meaning behind each illustration, which strengthens their ability to recall the surah and understand its lessons. This shared responsibility in the child's learning process not only enhances the memorization but also builds stronger parent-child relationships centered around mutual learning.

An additional layer of impact observed in this study was the development of social skills among the children. As the children engaged in group activities, such as discussing the illustrations or helping each other recall verses, they developed important social competencies like teamwork, communication, and empathy. In an educational environment where children support one another in learning, the classroom dynamic becomes more cooperative. This environment promotes both intellectual and social growth, which is fundamental for children's overall development. However, while the illustrated books proved to be a useful learning tool, it is crucial to acknowledge that the success of this method also depends on how the material is presented. Teachers who merely rely on the illustrations without actively engaging the students in discussions or critical thinking may not achieve the same level of success. Teachers need to be skilled in facilitating conversations about the images, guiding students through their interpretations, and connecting those interpretations with the verses in the Qur'an. Active engagement from the teacher is key to maximizing the potential of these books.

In the long run, the use of illustrated Juz Amma books might also help children develop a more comprehensive understanding of the Qur'an as a spiritual text, not just a book of memorized verses. As the children grow older and continue their studies, the foundational understanding built through these illustrations will remain with them. The visual and cognitive connections established during early childhood serve as building blocks for deeper theological and moral reflections as they mature. Lastly, the research highlights the importance of continuous innovation in educational tools. The illustrated Juz Amma books are just one example of how traditional religious education methods can be adapted to fit the needs of today's young learners. By incorporating modern educational practices, such as the use of visuals and interactive learning methods, religious education can be made more accessible, enjoyable, and effective. Educators should be encouraged to explore new ways to teach the Qur'an and other religious texts, ensuring that children remain engaged and inspired throughout their learning journey.

Another important aspect of using illustrated Juz Amma books is that they can serve as a bridge for children to better understand the Islamic context of the Qur'an. While memorization is important, understanding the historical and spiritual significance behind each surah and verse is equally crucial. The illustrations provide a simplified visual narrative that can help contextualize the teachings of Islam, making them more relatable and understandable for young learners. As children grow, they can build upon this foundational knowledge, leading to a more profound understanding of their faith. The

illustrated Juz Amma books also provide opportunities for differentiated learning. Children have unique learning needs, and some may require additional support or modified learning strategies. The combination of visual, auditory, and verbal cues in these books allows teachers to cater to individual needs, making the learning experience more personalized. For example, children who struggle with memorization might benefit from the added visual context, while those who excel in memorization might use the illustrations to deepen their comprehension of the surahs' meanings. The social dimension of learning through illustrated books cannot be overlooked. As children interact with their peers in group discussions or storytelling activities related to the surahs, they not only improve their memorization but also develop their social and collaborative skills. The shared learning experience fosters a sense of community and mutual respect, values that are deeply rooted in Islamic teachings. Children who learn to help and support one another in their educational journey are more likely to carry these positive behaviors into other areas of their lives.

## CONCLUSION

Based on the learning simulation data, it can be concluded that the weaknesses found in the learning simulation video are the sound is interrupted when mentioning cheers, lack of smiles (during prayer and singing), the length of the opening duration and the lack of brightness of the clothes (veil) used and the use of inappropriate words. Other weaknesses are that at the beginning of the learning simulation video there is a sound other than the teacher's voice, the introductory sentence before the memorization activity is not long enough (seems direct), the memorization of prayers and letters sounds faster, lack of tartil and the teacher is not complete in mentioning the media used for coloring and drawing such as markers and crayons. From the results of the implementation of the simulation of the implementation of the cycle of advantages carried out by the researcher are facial expressions and movements when singing songs, the use of illustrated Juz Amma book media that can attract children's interest and stimulate children's curiosity, and the appreciation expressed by the teacher can increase children's motivation in participating in memorizing Juz 30.

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