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The Implementation of the Islamic Movement and Song Method in Daily Prayer Memorization Activities for Early Childhood Students at Sulubus Salam Islamic Kindergarten, Bandar Lampung

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Abstract

This study aims to examine the implementation of the Islamic movement-and-song method for memorizing daily prayers among early childhood students at Sulubus Salam Islamic Kindergarten in Bandar Lampung. This method is employed to facilitate enjoyable memorization for students. The study utilizes a descriptive qualitative approach involving the school principal, two teachers, and 12 students from Group A (aged 4–5 years) as informants; data collection techniques include observation, interviews, and documentation. The results indicate that the Islamic movement-and-song method is highly effective in facilitating the memorization of daily prayers, as children find it easier to memorize through enjoyable learning activities. It is recommended that the kindergarten implement this method consistently and train teachers to develop a variety of movements and songs tailored to the children's developmental stages.

Keywords: Islamic Movement and Song Method; Memorization; Daily Prayer; Early Childhood

INTRODUCTION

Early Childhood Education (PAUD) is the provision of educational services, guidance, and care for children from birth to age 6. This process is carried out through various forms of

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educational stimulation to support a child's physical, mental, social, emotional, and spiritual development, thereby ensuring greater readiness for the subsequent stage of education (Daulay & Fauziddin, 2023). Early childhood is considered a "golden age," a period when physical and psychological functions mature, making the child receptive to a wide range of environmental stimuli. Optimizing development at this stage requires appropriate stimulation. One effective form of stimulation is the use of movement methods combined with songs. Movement and song activities are interconnected and form an integrated whole that mutually influences the early childhood learning process, particularly in activities involving the memorization of daily prayers (Respati et al., 2018).

A teaching method is an approach employed by educators to motivate learners to participate in learning activities. Instruction is not merely a simple activity; every teaching process requires specific skills to ensure learning objectives are met. In early childhood education, teaching methods must be engaging, enjoyable, and appropriate to the child's developmental stage to boost motivation and foster active participation in learning activities (Hamid, 2019). According to Hasriadi (2022), any teaching method that incorporates a specific approach is inherently effective because such an approach enables learners to participate actively through direct, memorable, and meaningful experiences. Furthermore, using an approach helps learners retain the material more quickly, as they are actively involved in the learning process.

Instilling religious values in children from an early age is a valuable investment for parents; one way to achieve this is by introducing teachings exemplified by the Prophet Muhammad (PBUH), such as the practice of reciting prayers before undertaking activities (Pujawardani, 2019). The Islamic movement-and-song method serves as an instructional component in early childhood education designed to instill Islamic character in young children. This method can be understood as a teaching strategy that integrates body movements, rhythmic elements, and Islamic values to help young children absorb and retain information more easily. Activities involving singing and movement provide an enjoyable learning experience while encouraging children to participate actively in the learning process. Through such activities, children's memory, concentration, and cognitive development can be stimulated more effectively (Wicaksono et al., 2022). In the context of Islamic education for young children, this approach is also considered relevant, as it allows for the introduction of religious values and daily prayers through activities that are creative, interactive, and appropriate for the children's developmental stages (Laili et al., 2023).

Thus, learning activities that combine movement and song are crucial for young children to sharpen their auditory acuity and enhance concentration, particularly regarding cognitive

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development. Favorable cognitive development makes it easier for children to memorize daily prayers (Fitri & Nurhafizah, 2021). Early childhood cognitive development relates to a child's ability to remember, understand, reason, and process information gathered from their surrounding environment. At this stage, children require learning stimuli that offer opportunities to explore, try new things, express interests and talents, and develop ideas through meaningful learning experiences. Consequently, the cognitive aspect is reflected not only in a child's ability to acquire knowledge but also in the mental processes involved in attending to stimuli, storing experiences, recalling information, and applying it to thinking and action (Rohmah, 2025).

Based on observations at TK Islam Sulubus Salam Bandar Lampung, the researcher noted that the method employed by educators for teaching daily prayers to young children involves the use of Islamic movement and songs. This method aims to facilitate the memorization process for the students. The implementation technique involves a step-by-step approach prior to the start of classroom lessons; educators utilize a Smart TV and sound system as aids to help students easily mimic body movements that correspond to the meaning of the daily prayers being taught such as the "prayer for parents." To assess whether students have successfully memorized the prayers, educators conduct observations using a checklist, calling each student forward individually. However, the observations regarding daily prayer memorization among Group A students at TK Islam Sulubus Salam Bandar Lampung revealed the following: There were 12 students aged 4–5 years. Four students fell into the "emerged" category, meaning they could recite the prayer fluently with accurate articulation (*makhraj*) without teacher assistance and could perform the coordinated body movements required by the Islamic movement and song method. The remaining eight students fell into the "not yet emerged" category, as they frequently forgot specific words within the prayers and required educator assistance. For instance, when reciting the prayer for parents "Robbighfirlii waliwalidayya warhamhumaa kamaa robbayanii shogiroo" these students would forget to say the phrase "warhamhumaa kamaa."

Therefore, to address these issues, educators need to adopt an approach that is more personal and tailored to the students' characteristics. Through such an approach, teachers can foster a sense of comfort and self-confidence, while also encouraging children to participate in learning activities with greater enthusiasm and active engagement (Magdalena, 2019). Furthermore, educators require the assistance of parents or guardians to monitor memorization progress at home by encouraging the habit of reciting prayers during daily activities. Based on these observations, the researcher focuses the study on "The Implementation of the Islamic Movement and Song Method in Daily Prayer Memorization Activities for Early Childhood Students

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at Sulubus Salam Islamic Kindergarten, Bandar Lampung."

This study focuses on the implementation of the Islamic movement-and-song method in activities involving the memorization of daily prayers by children at Sulubus Salam Islamic Kindergarten in Bandar Lampung, as well as the identification of factors that support or hinder this implementation. To provide clear direction for the study, the researcher formulated the following research questions: 1) How is the Islamic movement-and-song method implemented in activities involving the memorization of daily prayers by children at Sulubus Salam Islamic Kindergarten in Bandar Lampung? and 2) What factors support or hinder the implementation of the Islamic movement-and-song method in activities involving the memorization of daily prayers by children at Sulubus Salam Islamic Kindergarten in Bandar Lampung?

The objectives of this study are: 1) to describe the implementation of the Islamic movement-and-song method in activities involving the memorization of daily prayers by children at Sulubus Salam Islamic Kindergarten in Bandar Lampung; and 2) to identify the supporting and inhibiting factors in the implementation of the Islamic movement-and-song method in these daily prayer memorization activities at the same kindergarten.

The results of this study are expected to be useful both theoretically and practically, as outlined below:

Theoretical Benefits

1. Contributes to the development of early childhood education, specifically regarding the implementation of Islamic movement-and-song methods.
2. Expands academic references concerning effective teaching methods.
3. Serves as a foundation for future research examining the relationship between movement-and-song methods and children's cognitive-spiritual aspects.

Practical Benefits

1. **For Teachers**: Provides an alternative teaching method that is creative, enjoyable, and Islamic, helping children memorize daily prayers.
2. **For Students**: Helps young children memorize daily prayers more easily through a combination of engaging movements and songs.
3. **For the School**: Serves as an instructional innovation that can enhance the quality of Islamic education at Sulubus Salam Islamic Kindergarten, Bandar Lampung.

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4. **For Parents**: Offers inspiration for home-based learning methods, enabling children to master daily prayers more quickly in a fun way.

LITERATURE REVIEW

Definition of Learning Methods

A method is a set of steps (actions to be performed) organized systematically (in a logical sequence). Learning is a process of educational interaction among educators, learners, and learning resources—taking place within a specific learning environment—designed to help learners optimally develop their knowledge, skills, attitudes, and personal potential. According to Sudjana (cited in Aditya, 2016), a teaching method can be understood as a step or strategy employed by an educator to establish an educational relationship with learners during the teaching and learning process. Various teaching methods exist, including the drill method, the lecture method, the question-and-answer method, and the movement-and-song method.

Definition of Islamic Movement and Song

Movement serves as a means of expression and a way to channel emotions such as fear, sadness, anger, and joy. Movement becomes a highly creative activity when combined with music and expressed by children in their own unique ways (Wulandari, 2017). Creating enjoyable movements requires musical accompaniment. A song is a musical art form composed of melody, rhythm, and harmony, presented as a cohesive whole that can be sung and appreciated for its beauty through the expression of feelings and emotions. Songs serve not only as entertainment but also as a medium for instilling religious values in children from an early age, specifically by engaging them through listening to Islamic songs. These Islamic songs are crafted using simple language and cheerful rhythms, making them easy for children to memorize (Putri & Ardipal, 2020).

Definition of Memorization

Memorization is an effort made to retain learned material and prevent forgetting. The ability to memorize engages the brain's right hemisphere, resulting in stronger memory retention. According to Nafiati (2021), the capacity for recall—often referred to as memorization—is a process wherein individuals capture information by remembering, storing, and reviewing the data or impressions they have received. Herdiansyah (2021) identifies three indicators of memorization ability: fluency, articulation, and accuracy.

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Definition of Daily Prayer

As Muslims, we should ask and pray only to Allah SWT. Prayer is a means of bringing people closer to God. According to (Wicaksono et al., 2022) Prayer means asking, requesting or hoping to God as a form of gratitude and asking God for goodness. Meanwhile, prayer is a form of prayer between a servant and his God. Praying is done in the form of a servant's love, not merely to beg and request, but rather as a need in terms of worship.

Implementation of the Islamic Movement and Song Method

This study involved three stages: preparation, implementation, and evaluation. These stages were adapted from the research of Lanapu & Kristsuana (2025) and subsequently adjusted by the principal and teachers at TK Islam Sulubus Salam Bandar Lampung. The steps for implementing the Islamic movement-and-song method for teaching daily prayer memorization to young children at the school are as follows: 1.) Introducing the children to the Prophet Muhammad (SAW) so they understand that he was a Prophet of perfect character and noble conduct, and that every action he took began with prayer. 2.) Selecting Islamic movement-and-song videos from YouTube or TikTok that correspond to the specific daily prayers being taught. 3.) Preparing equipment such as a smart TV and sound system. 4.) Before the students watch the video, the educator must first recite the daily prayer to be memorized and explain its meaning. 5.) After the recitation, the educator instructs the students that, once the prayer is memorized, they must practice the associated habit or behavior exemplified by the Prophet Muhammad (SAW). 6.) While the Islamic movement-and-song video plays, the educator must actively model the correct movements and singing so that the children can easily imitate them, particularly the mouth movements. 7.) Once the implementation of the movement-and-song method concludes, the students return to their classroom. Inside the classroom, the educator reviews the daily prayers and assesses each student's developmental progress using a checklist. This process is repeated consistently, tailored to the interests and talents of each student (Wardiyyah, 2025).

Supporting and Inhibiting Factors in the Implementation of the Islamic Movement and Song Method

This study identifies several factors that support the implementation of the Islamic movement-and-song method for teaching children to memorize daily prayers: teacher creativity, an adequate school environment, and available facilities—such as smart TVs and sound systems—which facilitate the educators' use of this method (Taher & Munastiwi, 2019). However, the

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learning process does not always proceed smoothly; there are obstacles to implementing the Islamic movement-and-song method, such as a lack of prayer habits being practiced at home and variations in children's interests and aptitudes—including issues like low self-confidence, shyness, and difficulty controlling emotions.

RESEARCH METHODS

Research methodology is essentially a scientific approach to obtaining data for specific purposes and applications. Four key terms must be noted: scientific approach, data, purpose, and application. Qualitative research is a scientific method used to gather data through researcher-conducted observations and interviews. To achieve optimal results, researchers employ a descriptive research design, which aims to gain a deeper understanding of the subject under study (Sugiyono, 2022). The researchers employed a qualitative method with a descriptive approach. This qualitative method—also known as the naturalistic method—was chosen because the research was conducted in a natural setting. Several considerations informed the use of this qualitative method. First, it emphasizes the depth of the data obtained; the more detailed the collected data, the higher the quality of the research. Second, the data collection process was descriptive in nature, involving interviews, analysis, and documentation conducted directly at the research site; this enabled the researchers to gain a deeper and more detailed understanding of the subject matter, with data presented in narrative form rather than as statistical figures. The research involved collecting descriptive data regarding the implementation of Islamic "movement and song" methods in the activity of teaching daily prayers to young children.

This study will be conducted at Sulubus Salam Islamic Kindergarten in Bandar Lampung, located at Jl. KH. Ahmad Dahlan, Kupang Teba, North Teluk Betung District, Bandar Lampung City, Lampung. The research will take place over a period of one week. The subjects of the study consist of two teachers and the school principal from Sulubus Salam Islamic Kindergarten, along with 12 students who serve as data sources. The object of the research is the implementation of the Islamic movement-and-song method in the activity of memorizing daily prayers for young children.

The data collection techniques employed in this study include observation, interviews, and documentation. Observation is a data collection method involving the direct monitoring of phenomena or events related to the research subject (Sugiyono, 2022). Observation methods include both participant observation and non-participant observation. The researcher will utilize participant observation, allowing for direct involvement in field activities and facilitating clearer

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documentation of daily routines relevant to the research focus. In this study, the researcher will observe the implementation of the "movement and song" method in teaching early childhood students to memorize daily prayers. The specific daily prayers to be memorized using this method include: prayers before and after meals; prayers before sleeping and upon waking; prayers for parents; prayers for entering and leaving the house; and prayers for entering and leaving the bathroom. The observation instrument framework for daily prayer memorization is outlined below:

Table 1.1 Observation Instrument Grid for Daily Prayer Memorization Activities

Information :

No	Name	Daily Prayer	Indicator						Remarks
			Smoothness		Accuracy		Fluency		
			SM	BM	SM	BM	SM	BM	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

1. Fluency

SM (Emerging/Demonstrated): Indicated when the child recites fluently and confidently, without stumbling or teacher assistance.

BM (Not Yet Emerging): Indicated when the child's recitation is still hesitant or stumbling, and requires teacher assistance.

2. Pronunciation

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SM (Emerging/Demonstrated): Indicated when the child has mastered the makhraj (articulation point) and knows the correct point of articulation for the Arabic letters.
BM (Not Yet Emerging/Not Yet Demonstrated): Indicated when the child does not yet know the correct point of articulation for the Arabic letters—for example, the letter "ra".

3. Accuracy

SM (Emerging): Indicated when the child is able to recite memorized prayers in accordance with daily routines.
BM (Not Yet Emerging): Indicated when the child is not yet able to recite daily prayers in accordance with daily routines.

The next data collection technique to be employed by the researcher is the interview. An interview is a question-and-answer session between two or more individuals—specifically, an interviewer and an informant—conducted to discuss the research focus and elicit responses that facilitate data collection. A semi-structured interview approach will be used to allow greater freedom and openness in expressing opinions and ideas relevant to the study (Sugiyono, 2022). In this study, interviews will be conducted with the principal and teachers at TK Islam Sulubus Salam to gain an in-depth understanding of the implementation of the "Islamic movement and song" method for memorizing daily prayers among early childhood students. The researcher will interview three informants—the principal and two classroom teachers—regarding the application of this method. The interview instrument grid for the daily prayer memorization topic is as follows:

Table 1.2 Interview Instrument Grid for Principals and Teachers

No	Data source	Question	Data collection technique
1	Educator	What method is applied to the activity of memorizing daily prayers for early childhood students at Sulubus Salam Islamic Kindergarten?	Interview
2	Educator	In your opinion, what are the objectives of implementing the Islamic movement-and-song method in activities where children memorize daily prayers?	Interview
3	Educator	In your opinion, what are the supporting factors for	Interview

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		implementing the Islamic movement-and-song method in activities where children memorize daily prayers?	
4	Educator	In your opinion, what are the factors hindering the implementation of the Islamic movement-and-song method in activities where children memorize daily prayers?	Interview
5	Educator	In your opinion, what indicators should childrend achieve through the application of the Islamic movement-and-song method during daily prayer memorization activities?	Interview
6	Educator	In your opinion, what are the various daily prayers that a 4- to 5-year-old child should memorize?	Interview
7	Educator	In your opinion, how is the method of Islamic movement and songs implemented in the activity of memorizing daily prayers for early childhood students at Sulubus Salam Islamic Kindergarten?	Interview
8	Educator	In your opinion, why is it important to implement the Islamic movement-and-song method when teaching daily prayers to young children at Sulubus Salam Islamic Kindergarten in Bandar Lampung?	Intervieew
9	Educator	How do you enable students to focus on two instructions simultaneously such as when applying the Islamic movement-and-song method during daily prayer memorization activities for young children at Sulubus Salam Islamic Kindergarten?	Interview
10	Educator	In your opinion, are there any other methods employed aside from the use of Islamic movement and song to help young children memorize daily prayers?	Interview

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11	Educator	How do you evaluate your child's memorization of daily prayers using the Islamic movement-and-song method?	Interview

The documentation utilized in this study includes activity photographs, instructional videos, and records regarding the children's memorization of daily prayers. The data analysis process involved data collection, data reduction, data presentation, and the formulation of conclusions based on the research findings. To verify the validity of the data, the study employed both technique triangulation and source triangulation. Technique triangulation entails the researcher using multiple data collection methods to obtain data from a single source; specifically, the researcher simultaneously utilized participant observation, in-depth interviews, and documentation from the same source. Source triangulation involves obtaining data from different sources using the same technique. The researcher conducted the data analysis using NVivo 12.

OBSERVATION RESULTS

Based on the data from observations on the daily prayer memorization activities of early childhood at Sulubus Salam Islamic Kindergarten in group A, it can be concluded as follows:

1. The smoothness of memorizing daily prayers for early childhood, on average, in the category has appeared. Children have shown confidence, do not stammer, and do not need help from teachers. However, teachers still need to approach some children who are in the category that has not yet appeared, namely children who still lack confidence and, in memorization activities, still need the help of teachers.
2. Fluency in the activity of memorizing daily prayers in early childhood as a whole in the category has emerged. All children already know the location of the hijaiyah letters, for example, "ra". However, it is still necessary to do regular exercises even though the pronunciation of the sentences is still a little sloppy.
3. The accuracy of the activity of memorizing daily prayers for early childhood as a whole in the category has emerged. All children can form daily habits by praying, for example, when children want to sleep or eat, they pray first. Even though children can develop daily habits through prayer, teachers must also be consistent in this practice every day.

Group A children, who are 4-5 years old at Sulubus Salam Islamic Kindergarten, have shown good performance in memorization activities according to the set indicators. Most of the aspects in the "Already Emerged" (SM) category indicate that the learning and habituation process is going

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well. However, there are still some children who are included in the "Not Yet Emerged" (BM) category, so there needs to be an approach, and more intensive habituation from teachers so that religious values can be optimally embedded. An interactive, consistent, and engaging learning approach to the school environment is needed to support children's overall development, especially in the aspect of daily prayer memorization activities.

INTERVIEW RESULTS

The interviews with the three informants showed that the use of Islamic movement methods and songs in the memorization of daily prayers for early childhood at Sulubus Salam Islamic Kindergarten had a positive impact on the children's learning process. Children are more likely to remember daily prayers when memorized materials are delivered through simple songs accompanied by body movements. Movement helps children understand the order of prayers, while songs help children remember prayer words more pleasantly. Islamic movement methods and songs can increase children's interest and participation in daily prayer memorization activities. Children seem more enthusiastic about participating in learning because memorization activities are not carried out in a monotonous manner. They are more active in imitating the teacher, following the song's rhythm, and repeating prayers together. This condition makes the classroom atmosphere livelier and supports the process of instilling Islamic values from an early age. In addition, this method helps children who have short attention spans. In early childhood, learning that relies solely on lecture methods or oral repetition often quickly bores children. Through movement and song, children can learn while moving, singing, and expressing themselves. This is in accordance with the characteristics of early childhood, which is easier to learn through concrete, fun, and repetitive activities. Based on interviews with the three informants, the evaluation process utilizes direct observation methods, including checklists, activity logs, and instructional videos. Additionally, educators provide feedback to students after the activities are completed.

DISCUSSION

Based on the results of data collection through observations, interviews, and documentation, and assisted by data analysis using NVivo 12 software, including the Word Frequency feature, this feature helps researchers display interesting and informative word frequencies. Based on the search results with this feature, a collection of words is obtained, which is displayed as follows:

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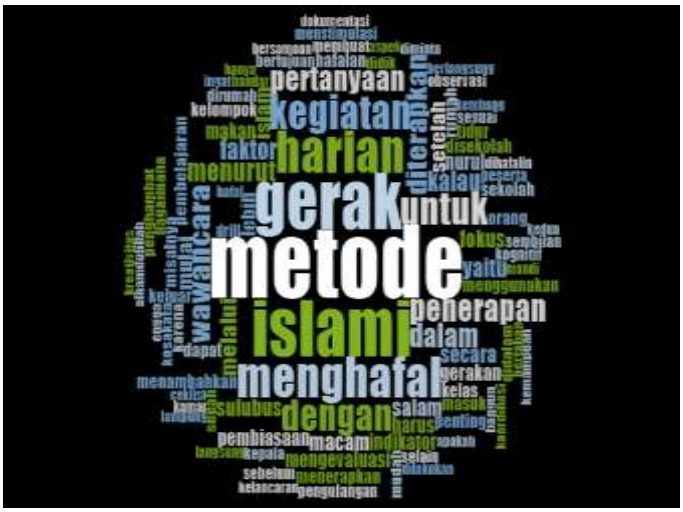


Figure 1.1 *Word Prequency* The most frequently appearing words from the data
Source: *Processed data 2026*

It is proven that educators prepare the application of Islamic movement methods and songs well, starting from preparing daily prayers to be taught, learning media, and looking for movements and songs so that students can easily memorize them. Then educators also carefully study movements and songs to memorize daily prayers to be applied to students. In the process of applying the Islamic movement and song method, all educators follow the steps according to their guidelines, and during the evaluation process, educators make observations to observe students one by one to find out students who need help and to provide additional teaching to students who are late or still inappropriate in following the Islamic movements and songs taught. The learning process of applying the Islamic movement method and song in the activity of memorizing daily prayers for early childhood is carried out twice a day, namely during the students' time before teaching and learning activities take place and after the MBG lunch. This proves that the application of Islamic movement methods and songs in early childhood daily prayer memorization activities is effective in students who are more enthusiastic about memorizing; besides that, they also show an enthusiastic, enjoying, and happy attitude when teachers use Islamic movement methods and songs. Thus, this is also in accordance with the results of observations and interviews conducted by the researcher with informants and group A students, totaling 11 students.

Based on the data from observations on the daily prayer memorization activities of early

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childhood at Sulubus Salam Islamic Kindergarten in group A, it can be concluded that overall it follows the memorization indicators that have been listed according to (Herdiansyah, 2021) memorization indicators are; fluency, accuracy and fluency Most aspects in the "Already Appeared" (SM) category indicate that the learning and habituation process is going well. However, some children are still included in the "Not Yet Emerged" (BM) category, so there needs to be a more intensive approach and habituation by teachers to ensure religious values are optimally embedded. According to Hasanah & Tentiasih (2025), an interactive, consistent, and engaging learning approach in the school environment is needed to support children's overall development, especially in daily prayer memorization activities.

CONCLUSION

Based on the results of the research and discussion, as well as referring to the formulation of the problem proposed in the research "The application of the Islamic movement method and song in the activity of memorizing daily prayers for early childhood at Sulubus Salam Islamic Kindergarten Bandar Lampung" it can be concluded that the application of the method of movement and Islamic song is related to the activity of memorizing daily prayers in early childhood. Overall, the interviews with the principal and teachers illustrate the importance of applying Islamic movement methods and songs to make children enthusiastic about memorizing daily prayers and to make it a fun learning experience. Then, in its application, the teacher takes specific, in-depth steps so that the taught movements and songs are effective and easy for children to understand and follow. In the implementation stage, teachers divide the activity into three parts, namely the opening activity, the core activity, and the closing activity. The method of movement and song is taught in the core activities, and in its application, it includes the steps the teacher has prepared. Educators observe changes in the child before and after engaging in movements and songs. After using gestures and songs, children move more and are more enthusiastic about participating in movement-based activities. The child's movements also seem more coordinated, and his balance begins to appear. It can be concluded that the application of movements and songs is designed to follow the stages correctly. In addition, sufficient supporting factors affect the success of applying the garak and Islamic song methods in early childhood daily prayer memorization activities. To solve the problem of inhibiting factors, educators create a liaison book and hold parenting sessions every three months in order to communicate with students' parents related to student memorization activities

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