

INTEGRATING THE QUANTUM MAKKY METHOD AND INDIVIDUAL COUNSELING: AN EDUCATIONAL INNOVATION FOR ENHANCING MEMORIZATION AND COMPREHENSION

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Received 4 March 2025; Received in revised form 12 April 2025; Accepted 9 May 2025

ABSTRACT

Memorizing the Qur'an is a core tradition in Islamic education, promoting spiritual growth and the preservation of divine revelation. However, traditional rote memorization methods often overlook individual learning styles and emotional barriers, leading to challenges in long-term retention and comprehension. This study aimed to evaluate the effectiveness of the Quantum Makky method combined with individual counseling in enhancing the memorization and understanding of Qur'anic verses, specifically Surah An-Naba (verses 4, 5, and 6) at Rumah Tahfiz Mafaza 3. Using a qualitative case study approach, data were collected through observations, in-depth interviews, and documentation, then analyzed using thematic analysis to identify key patterns. The findings revealed that Quantum Makky gestures significantly improved memory retention by creating strong cognitive links between physical movements and textual meanings. For instance, using a single finger to denote certainty in verse 4 (كَلَّا سَيَعْلَمُونَ) and spreading hands to symbolize the earth's vastness in verse 6 (أَلَمْ نَجْعَلِ الْأَرْضَ مِهَادًا) effectively reinforced the memorization process. Additionally, individual counseling addressed psychological barriers, enhancing self-confidence, learning motivation, and emotional resilience. This approach resulted in notable improvements in four areas: memory retention, comprehension, learning motivation, and public recitation confidence. The study highlights the value of integrating multisensory learning with personalized support, providing a practical framework for enhancing cognitive retention and emotional resilience in Qur'anic education. Future research should explore the scalability of this approach and consider integrating digital tools for broader application.

Keywords: cognitive retention in Islamic education; individual counseling; multisensory learning; quantum makky method; Qur'anic memorization

INTRODUCTION

Memorizing the Qur'an has been a foundational tradition in Islamic education since the era of the Prophet Muhammad (SAW), serving not only to preserve the sanctity of divine revelation but also as a spiritual practice that nurtures personal piety and discipline. However, many students or santri at Islamic boarding schools encounter challenges in sustaining their memorization, especially in comprehending the meanings of the verses they recite. These difficulties are often attributed to differences in individual learning styles, limited teaching methodologies, and low levels of cognitive engagement in traditional rote memorization techniques (Insani et al., 2023; Hannaford, 2022). Consequently, there is a pressing need for innovative pedagogical approaches that can simultaneously support memorization and enhance comprehension of Qur'anic content (Kurniasary et al., 2020).

One central issue in Qur'an memorization lies in the inability to retain verses over time and the superficial understanding that results from mere repetition. This is particularly problematic in traditional methods that do not stimulate multiple sensory pathways (Aladağ & Bektaş, 2009; Yuniar et al., 2019). A promising solution involves the use of gesture-based learning, where physical movement is incorporated

into the memorization process to improve both cognitive and motor coordination. This approach is rooted in the theory of embodied cognition, which posits that learning becomes more effective when the brain associates information with sensory and physical experiences (Hannaford, 2022; Nahar et al., 2022).

In the field of Qur'anic education, the application of gestures has proven beneficial for both memorization and comprehension. Multisensory learning, including kinesthetic elements such as hand movements, enhances long-term memory and cognitive processing (Insani et al., 2023). Kurniasary et al. (2020) demonstrated that integrating hand gestures with verbal recitation significantly aids the retention of verses. This technique is aligned with the Quantum Makky method, an instructional model that integrates deep comprehension, rhythmic repetition, and structured association to facilitate more effective memorization (Herwibowo, 2011). The Quantum Makky approach synthesizes visual, auditory, and kinesthetic learning modalities to enhance engagement and internalization of meaning in the memorization process.

Despite these advantages, previous studies have rarely combined gesture-based methods with individualized counseling, which could offer tailored support to students experiencing psychological, motivational, or learning-related barriers. Existing literature mostly emphasizes the general advantages of quantum or gesture-based methods but lacks insights into how they can be adapted for students with specific learning difficulties. For instance, while Nahar et al. (2022) showed that quantum learning boosts collaborative learning outcomes, limited attention has been paid to its individual implementation. This highlights a research gap in understanding how personalized counseling—focusing on individual learner needs, emotional challenges, and self-regulation—can be combined with gesture-based learning to create a more inclusive and effective memorization strategy (Walters & Corey, 2020; Aladağ & Bektaş, 2009).

This study aims to examine the effectiveness of individual counseling integrated with the Quantum Makky method in enhancing students' ability to memorize and understand the Qur'an. Specifically, it seeks to address the existing research gap by exploring the synergy between personalized psychological guidance and embodied learning through gestures. The novelty of this research lies in its interdisciplinary integration of cognitive science, counseling psychology, and Islamic pedagogy—an approach that has yet to be fully explored. The scope of this study encompasses the evaluation of memory retention, comprehension, motivation, and emotional readiness of students at Islamic boarding schools, offering a potentially transformative model for contemporary Qur'anic education (Elihami & Melbourne, 2023; Akfırat & öztan-Ulusoy, 2020).

METHOD

This study employs a qualitative descriptive approach using a case study design to analyze the application of gesture-based learning through individual counseling in enhancing the memorization and understanding of the Qur'an at Rumah Tahfiz Mafaza 3. This approach was chosen because it allows for an in-depth exploration of the experiences and effectiveness of the methods used in Qur'anic education, providing rich contextual insights into the challenges and successes of the implemented strategies (Levitt et al., 2018). Case studies are particularly useful in understanding the complex interplay between cognitive, emotional, and social factors in the learning process, making them well-suited for investigating the impact of personalized counseling in a religious educational setting (Dr. Hj. Asfiati & Pulungan, 2019).

Research Setting and Participants

The research was conducted at Rumah Tahfiz Mafaza 3, an institution focused on Qur'anic memorization and education using a variety of innovative teaching methods. Participants included students (santri) selected based on specific criteria, such as their level of memorization, difficulty in understanding verses, and readiness to participate in individual counseling sessions. In addition to the students, the study also

involved tahfiz teachers (ustaz and ustazah) as additional informants to gain perspectives from the teaching side regarding the effectiveness of the applied methods (Sugiyono, 2020).

Data Collection Techniques

Data were collected through three main techniques: observation, in-depth interviews, and documentation. The observation component focused on capturing the learning process, particularly the use of gesture-based learning and individual counseling sessions. In-depth interviews were conducted with both students and teachers to explore their experiences, challenges, and perceptions regarding the teaching methods. Documentation included daily journals, session recordings, and assessment records to support the findings (Miles & Huberman, 2014). These methods provided a comprehensive view of the learning dynamics and enabled the researcher to triangulate the data for greater reliability.

Data Analysis Procedures

Data analysis followed the Miles and Huberman (2014) framework, which includes data reduction, data display, and conclusion drawing. During the data reduction phase, the researcher filtered relevant information from multiple sources to identify recurring patterns and themes. The data were then presented in the form of narrative descriptions, tables, and direct quotes from participants to provide a clearer picture of the research findings. Conclusions were drawn based on the consistency and relevance of the analyzed data with the theoretical framework. Additionally, open coding and thematic analysis were applied to identify key themes emerging from interviews and observations. This approach allowed the researcher to categorize data based on common topics such as student responses to the Quantum Makky method, challenges in memorization, and behavioral changes after counseling. This structured analysis ensured that the findings were both systematic and methodologically sound, enhancing the credibility of the research outcomes.

Ensuring Data Validity and Reliability

To ensure data validity, the study implemented source and methodological triangulation. Source triangulation involved comparing information from students, teachers, and documented records, while methodological triangulation compared findings from observations, interviews, and documentation. Furthermore, member checking was conducted by inviting participants to review and confirm the accuracy of the interview summaries and data interpretations, thereby reducing potential researcher bias (Creswell, 2018).

Ethical Considerations

The research adhered to strict ethical guidelines, including obtaining informed consent from all participants. Students were fully briefed on the research objectives, their rights as participants, and the confidentiality of their personal information. Their identities were anonymized to protect privacy, and all data were handled securely. The study was conducted with full respect for the cultural and religious norms of the Rumah Tahfiz Mafaza 3 community, ensuring a supportive and respectful research environment.

Study Limitations

Despite the comprehensive approach, the study faced certain limitations, including its focus on a single institution, which may limit the generalizability of the findings to other tahfiz contexts. Additionally, the reliance on qualitative data introduces the potential for subjective interpretation, which can influence the consistency of the results. Time constraints also posed a challenge, limiting the depth of participant observation and follow-up (Yin, 2019). Overall, this study aims to contribute to the ongoing development of effective Qur'anic education methods by providing insights into the integration of individualized

counseling and gesture-based learning. It is hoped that the findings will offer valuable guidance for educators seeking to enhance the learning experiences and outcomes of their students.

RESULTS AND DISCUSSION

Enhanced Memorization Through Quantum Makky Gestures

The implementation of the Quantum Makky method in memorizing Surah An-Naba (verses 4, 5, and 6) at Rumah Tahfiz Mafaza 3 produced notable improvements in memorization retention and comprehension among santri. Physical gestures—such as raising a finger to denote certainty in verse 4 (كَلَّا سَيَعْلَمُونَ)—served to establish strong cognitive associations between the textual content and corresponding bodily movement. These bodily cues acted as anchors in the learners' memory, thus facilitating recall and comprehension. This is consistent with the theory of embodied cognition, which posits that the inclusion of motor activity in cognitive tasks enhances neural encoding by utilizing multiple sensory pathways (Hannaford, 2022). In the case of verse 5 (ثُمَّ كَلَّا سَيَعْلَمُونَ), the use of two fingers to signify reinforcement highlighted the verse's repetition and added emphasis, thereby strengthening the internalization of its message. Santri were introduced to gesture-based memorization through guided sessions that utilized kinesthetic movement, symbolic facial expressions, and intuitive associations between movement and meaning. These structured sessions helped learners grasp the rhythm, tone, and spiritual context of each verse. For example, the gesture of spreading hands while reciting verse 6 (أَلَمْ نَجْعَلِ الْأَرْضَ مِهَادًا) evoked the imagery of the earth's vast expanse. The physical act of extending the arms downward replicated the concept of the earth as a bed or resting place—deepening santri's spiritual and intellectual grasp of the verse's imagery.

The Role of Individual Counseling in Overcoming Learning Barriers

When combined with individual counseling sessions, the use of these gestures was even more impactful. Initial assessments revealed that many students struggled with low self-confidence and difficulty in grasping the symbolic nuances of the gestures. Personalized counseling addressed these issues by helping students explore their emotional and cognitive barriers. Through rapport building, structured guidance, and positive reinforcement, counselors helped students become more engaged and motivated. This is in line with findings by Elihami and Melbourne (2023), who emphasized that individual counseling helps bridge cognitive difficulties by fostering emotional readiness in religious learners.

Students participating in the intervention reported improvements in four main areas: memory retention, comprehension of ayah meanings, learning motivation, and public recitation confidence. Counseling sessions enabled the identification of each student's learning style and emotional disposition. Through a cycle of diagnosis, tailored intervention, practice, and reflection, students began to show more active participation in group sessions, more consistent daily practice routines, and a higher degree of emotional resilience when facing setbacks.

Reinforcement from Previous Research

The results obtained from this study are consistent with findings in previous literature that emphasize the benefits of multisensory and embodied learning in educational contexts. For instance, Kurniasary et al. (2020) demonstrated that incorporating gestures during Qur'anic recitation led to significantly improved retention rates. Similarly, Nahar et al. (2022) found that the quantum teaching model, which promotes a highly interactive and physically engaging learning environment, improved collaborative thinking skills and memory retention among Islamic school students. Moreover, the findings align with those of Yuniar et al. (2019), who utilized Quantum Learning strategies to improve students' speech abilities. Their results indicated that kinesthetic engagement supports expressive language mastery. The current study adds further value to these findings by showing that such kinesthetic techniques, when paired with individual counseling, are especially powerful in religious learning environments. The inclusion of individual

counseling enables learners to address psychological challenges—such as anxiety and lack of confidence—that may otherwise hinder their progress. Additionally, Aladağ and Bektaş (2009) emphasized the value of personalized practicum sessions in improving core counseling skills among students in Turkey. This supports the notion that personalized instruction—in this case, individualized counseling—can facilitate greater learning gains when addressing both academic and emotional challenges. Akfırat and Öztan-Ulusoy (2020) also stressed that supervised individual sessions enhance student self-efficacy and awareness, both of which were evident in the present study's findings.

Contributions to Cognitive, Emotional, and Spiritual Development

The significance of these findings is multi-dimensional. First, from a cognitive standpoint, the combination of gesture-based memorization with individualized support provides a robust framework for long-term retention and comprehension. Hannaford (2022) noted that learning becomes deeper and more lasting when the brain is stimulated through multiple sensory channels. The tactile and visual cues provided by Quantum Makky gestures allow learners to not only recall words but also understand their meanings, thus engaging in higher-order thinking. Second, from an emotional and psychological perspective, the presence of individual counseling serves as a critical support system for students facing internal barriers. Walters and Corey (2020) emphasize the importance of emotional grounding and personal support in educational success. This was reflected in the students' increased self-confidence and intrinsic motivation to memorize Qur'anic verses more meaningfully. The counseling process did not merely assist in resolving learning obstacles; it also empowered students to take greater ownership of their spiritual and academic journeys. Third, this research underscores the broader applicability of combining somatic learning models with emotional support strategies in religious education. While traditional tahfiz instruction often prioritizes rote memorization, the findings advocate for a more holistic model that incorporates emotional intelligence, body-based learning, and self-reflection. The findings resonate with Ronnestad and Skovholt's (1993) call for learning environments that adapt to the personal development stages of students. Unexpectedly, the study revealed that the symbolic use of gestures in Quantum Makky carried spiritual implications that deepened the students' connection to the Qur'an. For example, the hand movements that mimicked the spreading of the earth or pointing to the heavens were not just memory aids—they became acts of reverence. This indicates that embodied learning in religious contexts may foster a deeper sense of spirituality and divine connection.

Pedagogical and Institutional Implications

The study also has important practical implications. For one, it validates the use of personalized pedagogical models in Islamic education institutions. Institutions that adopt such integrated approaches may better accommodate students with diverse learning profiles. Furthermore, the results could guide teacher training programs to include modules on both gesture-based instruction and basic counseling techniques, thus equipping educators with tools to support a wider range of learners. Finally, this research offers a valuable contribution to the academic literature by filling the gap between pedagogical innovation and emotional support in Qur'anic memorization. It advocates for an education system that sees the student not just as a memorizer, but as a holistic being with cognitive, emotional, and spiritual dimensions. This aligns with the current direction in educational theory, which calls for more student-centered and inclusive approaches to learning.

CONCLUSION

this study aimed to evaluate the effectiveness of the Quantum Makky method combined with individual counseling in improving Qur'anic memorization and comprehension, specifically for Surah An-Naba (verses 4, 5, and 6) at Rumah Tahfiz Mafaza 3. The findings demonstrated that using Quantum Makky

gestures significantly enhanced retention by creating strong cognitive links between physical movements and the meanings of verses, such as using a single finger for certainty in verse 4 (كَلَّا سَيَعْلَمُونَ) and spreading hands to represent the earth's vastness in verse 6 (أَلَمْ نَجْعَلِ الْأَرْضَ مِهَادًا). Moreover, the integration of individual counseling further strengthened this effect by addressing emotional and psychological barriers, resulting in improved memory retention, comprehension, learning motivation, and public recitation confidence. This research contributes to the fields of educational psychology and religious studies by providing a practical framework for combining multisensory learning and personalized counseling, enhancing both cognitive retention and emotional resilience in religious education.

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