

Development of the "Rumah Tahfidz" Educational Game Tool as a Medium for Strengthening the Spiritual Intelligence of Early Childhood

¹Titi Rachmi, ²Fitria Ayu Febriani, ³Sri Wati

¹²³Universitas Muhammadiyah Tangerang, Indonesia

¹titirachmi1985@gmail.com, ²fitria.ayu@umt.ac.id, ³sriwati@umt.ac.id

ABSTRACT

This study aims to describe the development of Rumah Tahfidz Educational Game Tools (APE) as a means to support the strengthening of spiritual intelligence in early childhood. The background of this study departs from the importance of learning media that can instill religious values from an early age through fun and contextual activities. The research method used is research and development (R&D) with a qualitative descriptive approach involving needs analysis and learning media design. The results show that Rumah Tahfidz Educational Game Tools (APE) can be an innovative learning media based on Islamic values that attract children's interest, help the process of memorizing the Qur'an, and strengthen the spiritual intelligence aspect of children aged 5-6 years at PAUDQU Sahabat Ilmu. This media was developed by considering the characteristics of early childhood, the principle of playing while learning, and exemplary values in tahfidz-based learning.

Keywords: *Educational game-tools; Tahfidz; Spiritual intelligence.*

INTRODUCTION

From an Islamic perspective, early childhood education holds a crucial position because it is the initial phase of character formation and the foundation of faith. Islam views children as a trust and a sacred natural state, as stated by the Prophet Muhammad Shoallohu 'Alaihi Wasallam "*Every child is born in a state of fitrah (natural disposition), then it is his parents who make him a Jew, a Christian, or a Zoroastrian*" (Narrated by Bukhari and Muslim). Based on this hadith, it is clear that early childhood education plays a significant role in maintaining the purity of a child's natural disposition so that they continue to grow according to the values of monotheism. In the development of early childhood education, the Quran serves as the primary source of values and guidance in the learning process. According to (Risnawati & Dian, 2021), if the values contained in the Quran are not instilled from an early age, this can lead to a moral crisis that persists into adulthood. Therefore, early childhood education focuses not only on intellectual development but also on spiritual development, which forms the foundation of a child's faith from the beginning of life.

Early Childhood Education (PAUD) is a level of education that plays a crucial role in shaping a child's personality and overall development. Early childhood, ages 0–6, is often referred to as the golden age. According to (Azizah & Mohammad, 2023), The ages of 0–6 are crucial because a child's brain experiences rapid development.

Therefore, early childhood education must be designed to provide enjoyable, meaningful, and child-specific learning experiences. According to (Putri.D. et al., 2022) states that early childhood education aims to instill a strong foundation for the development of children's attitudes, knowledge, skills, and creativity, enabling them to adapt to their environment and grow optimally. Therefore, learning in early childhood education (PAUD) must essentially stimulate the language, cognitive, motor, and spiritual development of young children as preparation for the next stage of development.

A child's innate nature is essentially a pure, innate potential that tends toward goodness and recognition of God. This innate nature encompasses a child's basic ability to embrace the values of truth, compassion, and faith when guided through appropriate education from an early age. However, this potential requires guidance and development to prevent it from being influenced by negative environments. Therefore, early childhood education plays a crucial role in maintaining and fostering this innate nature by instilling positive and religious values from an early age. One effective way to foster a child's innate nature is through the development of spiritual intelligence. Spiritual intelligence encompasses a child's potential to recognize, love, and obey the commands of Allah Subhanahu Wata'ala through meaningful experiences and habits. Of the same opinion with (Salimah. A et al., 2023), developing spiritual intelligence helps children understand the meaning of life more deeply, fosters a sense of compassion and gratitude to Allah SWT. Thus, cultivating spiritual intelligence is not just an introduction to religious concepts, but also the habituation of religious values in everyday life.

Islamic education emphasizes the importance of getting used to religious values from an early age through introduction to the Koran. The activity of memorizing the holy verses of the Al-Qur'an or Tahfidz Al-Qur'an not only trains children's memory skills, but also instills the values of monotheism, sincerity and love for Allah Subhanahu Wata'ala. According to (Wachidah. N & M.Luqman, 2021) states that Tahfidz Quran education is closely related to brain memory function, involves strong emotional aspects, and demands deep spiritual understanding. Furthermore, Quran memorization activities serve as a means of developing children's Islamic character from an early age. This is further strengthened by (Fairuzillah & Yudi, 2024) which explains that some of the benefits of memorizing the Qur'an for children's social and emotional development include helping reduce anxiety or stress and creating a sense of calm (relaxation), developing social skills, supporting self-control, and fostering persistence. Through the memorization process, children learn discipline, patience, consistency, and responsibility for the knowledge they memorize. In addition to training focus and concentration, this

activity also helps foster inner peace and emotional closeness with the Qur'an. Thus, Tahfidz Al-Qur'an education is not only oriented towards the cognitive aspect of memorization skills, but also functions as a means of internalizing spiritual values in forming a Qur'anic generation from an early age.

However, in practice, the process of memorizing the Quran for young children needs to be adapted to their characteristics and learning needs. Young children tend to learn through concrete, visual, and fun activities. Therefore, learning media are needed that can bridge the gap between play and memorization. Effective and innovative use of media has a positive impact on children by fostering learning motivation and helping them develop their various abilities through learning activities (Ariashinta & Zulfitriya, 2024). One effective medium is Educational Play Tools (EPD). Educational Play Tools are any form of play equipment or facility that has educational value and functions to develop various aspects of a child's abilities. According to (Agustia. E, 2023) Through the implementation of APE, the activity of memorizing the Qur'an becomes not only a learning activity, but also a fun and meaningful play experience for children.

The development of an APE based on memorizing the Qur'an is an innovative solution for creating interactive and in-line learning for children. Through educational games, children are not only encouraged to memorize, but also to play, move, think, and actively interact. This aligns with the principles of holistic, integrative learning in Early Childhood Education, where all aspects of child development, including spiritual, cognitive, language, social-emotional, and motor skills, can develop in a balanced manner. Therefore, the development of Rumah Tahfidz Educational Games has the potential to be an effective means of strengthening the spiritual intelligence of early childhood through fun, interactive, and religious learning.

Thus, this study uses a Research and Development (R&D) method that focuses on the development of the Rumah Tahfidz APE as an Islamic-themed learning medium to strengthen the spiritual intelligence of children aged 5–6 years. Each development stage is carried out systematically, starting from needs analysis, product design, expert validation, limited trials, and product revision. Through this procedure, it is hoped that the resulting Rumah Tahfidz APE will have a good level of validity, practicality, and effectiveness as a fun and meaningful learning tool for early childhood at PAUDQU Sahabat Ilmu.

METHODS

Subjects of Research

This research uses the method *Research and Development* (R&D). according to (Waruwu, 2024) The R&D method is a research approach that is currently widely

used among academics to design and test the effectiveness of a product. Using the Borg & Gall model which has been simplified into five stages, namely: (1) potential and problems, (2) data collection, (3) product design, (4) limited trials, and (5) product revision. The research was conducted at PAUDQu Sahabat Ilmu with children aged 5–6 years as subjects. The focus of this research is to develop the "Rumah Tahfidz" Educational Game Tool (APE) as a learning medium based on Islamic values to strengthen the spiritual intelligence of early childhood.

In the potential and problems stage, researchers identified the need for learning media to support tahfidz (memorization) activities through initial observations and interviews with teachers. The data collection stage involved reviewing relevant literature, examining theories of APE development, and the principles of religious-based early childhood learning. The product design stage included the creation of a house-shaped APE design, complete with interactive game elements tailored to children's characteristics.

Data Collection

Next, a limited trial was conducted with children aged 5–6 years to determine the product's feasibility and appeal. Data was obtained through observations of children's activities and teacher assessments of the APE's functionality, safety, and educational value. The development and trial process was documented to ensure the implementation of each stage and to serve as a reflection for product revisions. The final stage, product revision, was conducted based on observations and input from early childhood education teachers to ensure the product's effectiveness and alignment with the learning needs of early childhood education institutions.

RESULTS AND DISCUSSION

The Concept of Spiritual Intelligence in Early Childhood

Spiritual intelligence is one aspect of early childhood development that is important to develop. According to (Handayani & Deni, 2022) Spiritual intelligence is a person's ability to cultivate and direct their life toward spiritual matters based on God's teachings. In the context of early childhood, this intelligence is reflected in a child's ability to know God, demonstrate good moral behavior, and understand the meaning of simple acts of worship appropriate to their developmental stage. Spiritual intelligence is the foundation for the development of a child's moral and social aspects, because during early childhood, the foundation of faith and piety is being formed through concrete experiences and positive habits.

Children's daily experiences are an important means of fostering meaningful spiritual values. According to (Masruroh, et al., 2025) The development of spiritual intelligence in early childhood can be fostered through real-life experiences involving social activities in their local environment. Children are not only

encouraged to learn religious concepts cognitively, but also to experience religious values through daily activities such as prayer, gratitude, helping friends, and learning and memorizing short verses from the Quran. Therefore, children's spiritual activities must be facilitated through media and environments that stimulate curiosity, sensitivity, and a closeness to divine values.

Within the framework of early childhood education, spiritual intelligence is closely related to religious and moral values (NAM), as stipulated in the *Minister of Education and Culture Regulation Number 137 of 2014 concerning National Standards for Early Childhood Education (PAUD)*, which emphasizes the importance of instilling faith, piety, and noble morals through habituation and role modeling. Therefore, stimulating spiritual intelligence needs to be presented in the form of integrative, non-patronizing, and child-centered learning activities. One concrete form that can accommodate this is the use of educational media and games (APE) that contain spiritual elements and are adapted to the characteristics of early childhood.

Thus, spiritual intelligence is not merely a stand-alone religious aspect, but rather an integral part of a child's overall development, which must be integrated into active and meaningful learning activities. Through the right approach, children can learn about God in simple yet touching ways, such as through games, songs, and joyful memorization activities.

The Role of Tahfidz Activities in Strengthening the Spiritual Intelligence of Early Childhood

Memorizing the Quran is the process of memorizing and storing the holy verses through repetition until they can be recited without looking at the Mushaf. This activity not only trains memory but also has a profound spiritual dimension. According to (Zulfikar et al., 2024) The process of memorizing the Qur'an has its own challenges because maintaining memorization requires consistent practice and the support of a learning environment that suits the characteristics of students, especially early childhood who learn through concrete and enjoyable experiences. For young children, memorization (Tahfidz) is not merely a cognitive process but also a spiritual habit that fosters a closeness with the Quran. According to (Marliana et al., 2024) explain that through Quran memorization, children can instill religious values and noble morals, such as greeting, caring for one another, being polite, and practicing prayer and good behavior in their daily lives. Memorization, done gradually and enjoyably, fosters a love for the Quran without causing stress.

Furthermore, learning that integrates cognitive, social, and spiritual aspects helps children achieve optimal development. Therefore, memorization plays a significant role in strengthening the spiritual intelligence of young children, as it teaches discipline, consistency, and sensitivity to divine values. This process not

only strengthens memory but also fosters religious character and a love for the Quran from an early age.

An Innovative Approach to Early Childhood Education: The Role of the "Rumah Tahfidz" Model in Spiritual and Cognitive Development

The development of a Quranic memorization-based Early Childhood Education (APE) is an innovation in creating interactive learning that aligns with children's natural instincts. Through APE, children are not only encouraged to memorize short verses but also to play, move, think, and actively interact. This aligns with the principles of Early Childhood Education (ECE), where all aspects of a child's development, including spiritual, cognitive, language, socio-emotional, and motor skills, are developed in a balanced manner. Therefore, the "Rumah Tahfidz" APE serves not only as a memorization aid but also as a medium for character formation and the instillation of Islamic values from an early age.

The concept of "home" in the Rumah Tahfidz APE has both symbolic and empirical meanings as a safe, comfortable, and loving place, which children need for the learning process. Consistent with the view of (Syahlati & Rosi, 2025), memorizing the Quran can be likened to building a beautiful house, as it fosters spiritual serenity and beauty within a person. This is further reinforced by the words of the Prophet Muhammad (peace be upon him) in a hadith narrated by Tirmidhi from Ibn Abbas: "Indeed, a person whose soul does not have even a shred of the Quran is like a ruined house." Therefore, the name APE "Rumah Tahfidz" reflects a place where children feel at ease and their love for the Quran grows.

The APE Rumah Tahfidz House is designed to resemble a house, with several symbolic rooms such as a living room, bedroom, kitchen, and yard connected by a maze. Each room contains a theme that teaches religious values and daily behavior. For example, the living room is for practicing greetings and politeness, the kitchen is for sharing and gratitude, the bedroom is for bedtime prayers and learning about monotheism through Surah Al-Ikhlâs, and the yard is for maintaining cleanliness as part of faith. Each room is equipped with educational games such as connecting verses, matching verses with their meanings, or arranging verses in chronological order.

The rules are kept simple to make them easy for children to understand. Teachers guide children through a maze to specific rooms, encourage them to read and understand the meaning of verses, and provide positive reinforcement such as praise or star stickers. This activity fosters a love of the Quran, fosters religious behavior, and fosters all aspects of children's holistic development. Through the Rumah Tahfidz APE, memorization activities become more enjoyable, meaningful, and align with the principles of active learning in early childhood education.

Observations of 5-6-year-old children at Sahabat Ilmu PAUDQU (School of Islamic Education) showed that the children appeared enthusiastic, active, and quickly memorized short verses when using the Rumah Tahfidz APE. They also demonstrated religious behaviors such as greeting and praying before starting the game. This indicates that the developed media is effective in integrating play activities with the reinforcement of spiritual values.

Implications and Potential of Developing APE Tahfidz Houses for Strengthening the Spiritual Intelligence of Early Childhood

The implementation of the Rumah Tahfidz APE (Tahfidz House) in learning activities at early childhood education institutions (PAUD) has a positive impact on strengthening children's spiritual intelligence. Through games based on Quranic values, children learn to recognize and love religious teachings in a fun way. Quranic learning contributes to the formation of religious and moral values in early childhood through meaningful learning experiences. Therefore, the Tahfidz activities packaged through the Rumah Tahfidz APE serve as a holistic learning tool because children gain direct spiritual experiences through play.

Children's spiritual intelligence develops through the inculcation of religious values, manifested in daily behaviors such as greetings, gratitude, helping one another, and praying before activities. In this context, the Rumah Tahfidz APE serves as a bridge between play activities and the inculcation of spiritual values, enabling children to understand the meaning of Quranic teachings contextually according to their developmental stage. The use of simple innovations such as connecting verses, matching verse fragments with their meanings, and audio memorization of short surahs can enrich children's learning experiences. This innovation not only strengthens Quran memorization skills but also fosters curiosity and deepens children's spiritual understanding naturally. Thus, the Rumah Tahfidz APE (APE Rumah Tahfidz) is a potentially sustainable learning medium that supports holistic, integrative learning in early childhood education (PAUD) based on Islamic values.

Children's spiritual intelligence develops through the inculcation of religious values, manifested in daily behaviors such as greeting, gratitude, helping one another, and praying before activities. In this context, the Rumah Tahfidz APE serves as a bridge between play activities and the instilling of spiritual values, enabling children to understand the meaning of Quranic teachings contextually according to their developmental stage.

These findings reinforce previous research demonstrating the crucial role of educational media in enhancing early childhood engagement and learning outcomes. Several previous studies have shown a link between the use of educational media and improving early childhood abilities, both in cognitive and religious aspects. Research by Husaini, Qudsi Mutawakil et al. (2025) entitled "The

Use of Educational Teaching Aids (APE) Smart Mathematics House in Improving Early Childhood Understanding of Mathematical Concepts" shows that APE in the form of a smart house can significantly improve children's understanding of mathematical concepts. This finding is relevant to the development of the APE Rumah Tahfidz which also uses the form of a house as a learning medium, but with a focus on strengthening religious values and the ability to memorize the Qur'an. Meanwhile, research by Ainun et al. (2024) in "The Effect of Smart Hafiz on Improving Early Childhood Al-Qur'an Memorization Ability" proves that Smart Hafiz digital media is effective in improving children's memorization through an interactive audio-visual approach. Its relevance lies in the similarity of the media's function in facilitating Qur'an memorization, only that the APE Rumah Tahfidz adapts it into a concrete, non-digital form that allows children to learn through direct exploration.

Furthermore, research by Dewi (2024) in "Application of the Talaqqi Method in Memorizing the Quran for Early Childhood Children" confirms that the memorization process is effective when carried out through a fun method of listening, imitating, and repeating recitations. This principle aligns with the implementation of the Rumah Tahfidz Educational Game Tools (APE) program, which integrates play activities with spiritual habits. Therefore, this research reinforces previous findings and presents a new innovation through the development of concrete media based on Islamic values that not only improve Quran memorization skills but also foster children's love for the Quran from an early age.

The development of Rumah Tahfidz Educational Game Tools (APE) has significant conceptual implications for strengthening the spiritual intelligence of early childhood. These APE not only function as memorization aids but also as a means of internalizing Islamic values integrated with children's play activities. Through the concept of a warm and pleasant home, children are guided to love the Quran, emulate good behavior, and cultivate spiritual awareness through contextual learning experiences.

Thus, this study strengthens previous findings and presents new innovations through the development of concrete media based on Islamic values that not only improve the ability to memorize the Qur'an, but also foster children's love for the Qur'an from an early age.

CONCLUSION

The development of the "Rumah Tahfidz" Educational Game Tool (APE) has proven to be an effective medium for supporting tahfidz activities and strengthening the spiritual intelligence of early childhood. This APE not only facilitates Quran

memorization in a fun way, but also instills religious values, religious behavior, and moral habits through interactive play activities.

REFERENCES

- Agustia. E. (2023). MERANCANG ALAT PERMAINAN EDUKATIF (APE) BAGI ANAK USIA DINI. *Jurnal Egileaner*, 1(1), 1–9. <https://doi.org/https://doi.org/10.56783/ja.v1i1.14>
- Ariashinta & Zulftria. (2024). Media Pembelajaran Al-Qur’an Untuk Anak Usia Dini. *Advances In Social Humanities Research*, 1(12), 1–14. <https://doi.org/10.46799/adv.v1i12.141>
- Azizah & Mohammad. (2023). Media Game Edukasi di Gadget: Studi Literatur Manfaat dan Dampaknya Terhadap Perkembangan Anak Usia Dini. *Journal of Instructional and Development Researches*, 3(6), 264–271. <https://doi.org/10.53621/jider.v3i6.265>
- Fairuzillah & Yudi. (2024). The Advantages of Qur’an Memorization Toward Children’s Social-Emotional Development. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(4), 796–806. <https://doi.org/10.31004/obsesi.v8i4.3922>
- Handayani & Deni. (2022). Metode Pengembangan Kecerdasan Spiritual Anak Usia Dini Telaah Pemikiran Abdullah Nashih Ulwan. *Ar-Risalah Media Keislaman Pendidikan Dan Hukum Islam*, 20(1), 113. <https://doi.org/10.69552/ar-risalah.v20i1.1267>
- Marliana et al. (2024). Implementasi Pendidikan Karakter melalui Program Tahfidz pada Anak Usia Dini. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 5(1), 379–388. <https://doi.org/10.37985/murhum.v5i1.558>
- Masruroh, et al. (2025). IMPLEMENTASI PERKEMBANGAN KECERDASAN SPIRITUAL PADA ANAK USIA DINI MELALUI KEGIATAN PEDULI SOSIAL DI LINGKUNGAN MASYARAKAT. 10(01). <https://doi.org/https://doi.org/10.23969/jp.v10i01.20628>
- Putri.D. et al. (2022). Model Pembelajaran Kelompok dalam Meningkatkan Sosial Anak di TK Al-Jama’iyah. *Jurnal Pendidikan Dan Konseling*, 4(20), 1349–1358.
- Risnawati & Dian. (2021). Pentingnya Penanaman Nilai-Nilai Agama Pada Pendidikan Anak Usia Dini Dalam Perspektif Al-Quran. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 6(1), 1–16. <https://doi.org/https://doi.org/10.47200/jnajpm.v4i1.508>
- Salimah. A et al. (2023). Strategi Pendidikan Islam Anak Usia Dini Dalam Mengembangkan Kecerdasan Spiritual. *Bouseik: Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 39–56. <https://doi.org/https://doi.org/10.37092/bouseik.v1i1.550>
- Syahlati & Rosi. (2025). Efektivitas Metode Tahfidz Dalam Meningkatkan

- Kemampuan Menghafal Qur'an Anak Usia Dini. *Al-Baqary*, 1(2), 169–183.
- Wachidah. N & M.Luqman. (2021). Kecerdasan Spritual dan Emosional dalam Pendidikan Tahfizd Al-Qur'an. *Jurnal Qiroah*, 11(2), 65–99. <https://doi.org/10.33511/qiroah.v11n2.65-99>
- Waruwu, M. (2024). Metode Penelitian dan Pengembangan (R&D): Konsep, Jenis, Tahapan dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1220–1230. <https://doi.org/10.29303/jipp.v9i2.2141>
- Zulfikar et al. (2024). Penerapan Metode Talaqqi dalam Program Tahfidz Anak Usia Dini di Rumah Tahfidz Desa Beji. *Didaktika: Jurnal Kependidikan*, 13(2), 1755–1766. <https://doi.org/10.58230/27454312.589>