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The Effect of the Kauny Quantum Memory Method on Students' Ability to Memorize Vocabulary in Madrasah Ibtidaiyah

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ABSTRACT: This study aims to analyze the effect of the Kauny Quantum Memory (KQM) method in improving students' memorization of mufradat in Arabic language learning. This is because there are problems that have been identified in the form of low student learning outcomes caused by conventional learning methods and an unbalanced distribution of learning time. This study employs a quantitative approach with a pretest-posttest control group design. The research population consists of 36 fourth-grade students divided into two classes: an experimental class (18 students) and a control class (18 students). Data collection techniques included tests (pretest and posttest), observation, and documentation. Data were analyzed using descriptive and inferential statistical analysis, including normality tests, homogeneity tests, and hypothesis testing with an Independent Sample t-Test. The results showed that the average score of students in the post-test was 85.11, while the control class only achieved 72.44. The results of the Independent Sample t-Test showed a Sig. (2-tailed) of 0.002 < 0.05, thus accepting Ha. This proves that there is a significant effect of the Kauny Quantum Memory method on improving students' ability to memorize mufradat. This study is limited to Arabic language learning and a sample of fourth-grade students, so further research is needed to generalize the results to other levels and subjects. The implications are that the Kauny Quantum Memory method has the potential to be applied in other learning contexts that require strengthening students' memory. This study contributes to innovation in Arabic language learning through the utilization of the Kauny Quantum Memory method. The originality of this study lies in the application of a fast memory method based on visual mapping and effective repetition to enhance students' memorization abilities in a more optimal and enjoyable manner.

ABSTRAK: Penelitian ini bertujuan untuk menganalisis pengaruh metode Kauny Quantum Memory dalam meningkatkan kemampuan menghafal mufradat siswa pada pembelajaran Bahasa Arab. Sebab terdapat permasalahan yang berhasil diidentifikasi berupa rendahnya hasil belajar siswa yang disebabkan oleh metode pembelajaran konvensional dan pembagian waktu pembelajaran yang kurang berimbang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pretest-posttest control group. Populasi penelitian terdiri dari 36 siswa kelas IV yang terbagi menjadi dua kelas, yaitu kelas eksperimen (18 siswa) dan kelas kontrol (18 siswa). Teknik pengumpulan data meliputi

tes (pretest dan posttest), observasi, dan dokumentasi. Data dianalisis menggunakan analisis statistik deskriptif dan inferensial, mencakup uji normalitas, uji homogenitas, serta uji hipotesis dengan Independent Sample t-Test. Hasil penelitian menunjukkan nilai rata-rata siswa pada hasil post test sebesar 85,11, sedangkan kelas kontrol hanya mencapai 72,44. Hasil uji Independent Sample t-Test menunjukkan nilai Sig. (2-tailed) 0,002 < 0,05, sehingga Ha diterima. Ini membuktikan adanya pengaruh signifikan dari penerapan metode Kauny Quantum Memory terhadap peningkatan kemampuan menghafal mufradat siswa. Penelitian ini terbatas pada pembelajaran Bahasa Arab dan sampel siswa kelas IV, sehingga generalisasi hasil perlu penelitian lebih lanjut pada jenjang dan mata pelajaran lainnya. Implikasinya, metode Kauny Quantum Memory berpotensi diterapkan dalam pembelajaran lain yang memerlukan penguatan daya ingat siswa. Penelitian ini berkontribusi pada inovasi pembelajaran Bahasa Arab melalui pemanfaatan metode Kauny Quantum Memory. Orisinalitas penelitian ini terletak pada penerapan metode memori cepat berbasis pemetaan visual dan pengulangan efektif untuk meningkatkan kemampuan menghafal siswa secara lebih optimal dan menyenangkan.

Keywords: *Learning Methods, Kauny Quantum Memory Method, Arabic Language Learning.*

I. PENDAHULUAN

The Qur'an has provided strong guidance to Muslims to pursue knowledge. This is reinforced by the encouragement of the Prophet Muhammad SAW, who urged every Muslim man and woman always to seek knowledge through various means. In Islam, learning is not merely a temporary activity but an inherent obligation throughout one's life. Through learning, a person will form knowledge, habits, interests, and skills to continue developing (Sholeh et al., 2021; Oktaviana et al., 2022) .

The effectiveness of learning is not only determined by student activities but is also greatly influenced by the teacher's understanding of the teaching methods used (Permana, Azizah, & Herlambang, 2024). Teaching is not merely the process of conveying knowledge but is a two-way interaction between teacher and student that fosters communication, motivation, and shared understanding (Alif & Fausiyeh, 2024).

However, observations conducted on May 1, 2024, and interviews with one of the Arabic language teachers at MIN 2 Barito Kuala (BATOLA), Mr. Rizal, revealed that the learning process still faces various challenges. It was found that students tend to achieve low scores in the theoretical aspects of Arabic language learning. One of the causes is the unbalanced distribution of learning time and monotonous and unvaried teaching methods. This causes students to feel bored and uninterested in actively participating in the learning process. They tend to be passive, only receiving information from the teacher without trying to find additional references. Interaction between teachers and students, as well as among students themselves, is also minimal, which directly impacts their learning outcomes.

In response to this situation, alternative teaching methods that can increase student interest and active participation are needed. One method that has emerged as an innovation is Kauny Quantum Memory (KQM). This method is fun to memorize vocabulary, as it is done together and with enthusiasm. Previous research shows that even when tired, students still show high enthusiasm when using the KQM method to memorize Arabic vocabulary (Hidayanah, 2024).

Although there have been studies on the effectiveness of the KQM method in general, its application is still rarely found in madrasah environments, particularly at MIN 2 BATOLA. No research has specifically analyzed the impact of this method on improving Arabic vocabulary memorization skills among fourth-grade students at the madrasah. Therefore, this

study presents a novelty by focusing on the local context and the potential of the KQM method as a superior approach to Arabic language learning at the madrasah ibtidaiyah level.

This study focuses more on gaining a deeper understanding of the extent to which the KQM method can improve student learning outcomes, particularly in vocabulary memorization in grade IV at MIN 2 BATOLA. This study not only seeks to measure learning outcomes after implementing the KQM method but also investigates the specific influence of this method on students' memory and its effectiveness in supporting Arabic vocabulary mastery. Thus, this study is more focused on analyzing the comparison of learning outcomes before and after the implementation of the KQM method, as well as exploring the effectiveness of this method in building Arabic language skills in a more structured and sustainable manner.

II. METHOD

This study used a pretest-posttest control group design with a quantitative approach. This method involved two comparison groups: the experimental class that received the Kauny Quantum Memory (KQM) method and the control class that learned using conventional methods. This design allowed for a comparison of the learning outcomes of both groups before and after treatment to measure the effectiveness of the KQM method.

The research stages began with administering a pretest to both groups to measure the student's initial abilities. Next, the experimental class was given treatment in the form of learning using the KQM method for four sessions, while the control class continued to use the conventional learning method. After the treatment, both groups were given a posttest with the same questions as the pretest to evaluate the differences in learning outcomes.

The independent variable in this study was the KQM method, while the dependent variable was students' ability to memorize vocabulary. The research was conducted at MIN 2 BATOLA in Arabic language classes. This school was chosen because its learning environment is still simple, so the KQM method is expected to be effective. The research was scheduled for the first semester of the 2024/2025 academic year by the availability of Arabic teachers in the fourth grade.

The research population consists of all fourth-grade students at MIN 2 BATOLA, with a sample selected using purposive sampling. The sample comprises 36 students, divided into 18 students in the experimental and 18 in the control classes. Fourth grade was chosen because, at this level, students begin to study and memorize vocabulary more complexly.

The data collected consists of primary data and supporting data. Primary data includes students' learning outcomes before and after learning using the KQM method while supporting data includes school profiles, facilities and infrastructure conditions, and the number of students. Data sources were obtained from respondents, namely fourth-grade students at MIN 2 BATOLA, and informants of the school principal, Arabic language teachers, and administrative staff. Documentation in the form of test questions, learning outcome records, and school data also complement the data analysis.

Data collection techniques include tests, observation, interviews, and documentation. Tests were conducted through pretests and posttests using the same objective questions to measure the effectiveness of the KQM method (Margono, 2005). Observations were conducted to directly observe the learning process and student participation (Nasution, 1993). Interviews with the principal, teachers, and students provided a deeper understanding of the learning process and outcomes (Arifin, 2014). Documentation in learning records, student lists, and school data supported and strengthened the research results (Sukardi, 2008).

This study measured students' ability to memorize vocabulary through an objective multiple-choice test to assess cognitive aspects and observation to assess affective and psychomotor aspects. Data analysis was conducted through a series of statistical tests, starting with a normality test to ensure that the data was normally distributed, followed by a homogeneity test to check the similarity of variances between groups. The pretest and posttest results were analyzed using a t-test to measure the significance of the difference in learning outcomes between the experimental and control classes (Sugiyono, 2020).

The research procedure was divided into several stages. The initial stage included exploring the research location, preparing a proposal, and submitting a permit to the school. Next, a proposal seminar, revisions, and preparation of instruments such as test questions, interview guidelines, and observation formats were conducted. In the implementation stage, the researcher collected data through tests, observation of teaching and learning activities, interviews with teachers and students, and documentation of learning outcomes and other supporting data. After the data was collected, the researcher compiled a research report, conducted a final consultation with the supervising lecturer, and finalized the report in preparation for the hearing.

III. RESULT

1. Implementation of Experimental Class

Researchers conduct learning in experimental classes by providing problems that must be solved through observation to stimulate curiosity and observation skills in students. This process is supported by teaching modules, tools, materials, and Student Worksheets (LKPD) to support the KQM method. Each meeting is designed so that students achieve different learning indicators, with researchers and classroom teachers conducting observations and assessments through learning implementation observation sheets.

The learning process begins with the teacher opening the class with a greeting and a prayer and checking the attendance and readiness of the students. After that, ice-breaking is done to build a more conducive learning atmosphere. Students are then directed to observe the pictures that have been prepared, followed by a question and answer session to build curiosity.

The researcher explains the material while discussing it to keep students focused, then invites them to apply the KQM method through educational games. This method makes learning more active and encourages cooperation.

In the closing stage, the teacher and students summarized the material, completed exercises, and were reminded to study at home. The teacher also provided an overview of the following material so students could prepare themselves. The lesson ended with a closing prayer. This study was conducted over four sessions, with the researcher acting as the teacher and the classroom teacher as an observer.

2. Implementation of the Control Class

The control class began with the researcher presenting problems to be solved by students through observation to stimulate their curiosity and observation skills (Ndruru & Harefa, 2023). The researcher prepared the material, teaching modules, and Student Worksheets (SW) to support learning in classes IV A and IV B.

Each meeting is designed so that students achieve different learning indicators. The researcher, assisted by the classroom teacher, conducts observations and assessments using learning implementation observation sheets.

The learning process begins with a greeting, a prayer together, an attendance check, and ensuring the neatness and seating positions of the students. The teacher focuses the students'

attention by asking questions according to the student's book, conveying the learning objectives, and conducting ice-breaking to make the learning atmosphere more conducive.

In the next stage, students were directed to observe the pictures that had been prepared. They were then motivated to ask questions related to the pictures, followed by a group discussion to answer the questions. The researcher explained the material while encouraging discussion so students remained focused and active in learning.

The final stage of learning involved teachers and students in summarizing the material together. Students were given exercises to reinforce their learning and were reminded to review the material at home. The teacher also provides an overview of the following material so students can prepare in advance. The lesson is closed with a prayer and greeting.

In this control class, the researcher acts as a teacher without providing any special treatment, unlike in the experimental class. The classroom teacher acts as an observer to record the learning process. The research in the control class was conducted over four meetings.

3. Analysis of Research Results

a. Normality Test of the Experimental Class and Control Class

The normality test was used to determine whether the distribution of data in the research variables was normal, both in the experimental and control classes. The normality test was conducted using data processing software, namely SPSS version 26 for Windows, using the Kolmogorov-Smirnov or Shapiro-Wilk test to determine the alignment or suitability of data with normal distribution. The criterion for significance is that if the significance obtained is > α, then the data is normally distributed. However, if the value obtained is < α, then it can be said that the data is not normally distributed. The results of the analysis obtained through the pre-test and post-test data normality test are as follows:

Table 1. Normality Test

Kelas	Shapiro Wilk		
	Statistic	DF	Sig.
Pre-test Experimental Class	,924	18	,150
Post-test Experimental Class	,959	18	,580
Pre-test Control Class	,958	18	,555
Post-test Control Class	,956	18	,528

Based on the theory of normality testing, if the number in the test is. The sample size used is large (>100), which indicates that this study has a sample size of 18 and 18 or <100. Therefore, the data was tested using the Shapiro-Wilk normality test. The table above shows that the pre-test result for the experimental class is 0.150 > 0.05, and the post-test result is 0.580 > 0.05. Meanwhile, the results of the normality test for the pre-test of the control class are 0.555 > 0.05, and the results of the post-test of the control class are 0.528 > 0.05. The data in this study are normally distributed. This is because the post-test results of the experimental class are > the Sig. Value (0.000 < 0.05).

b. Homogeneity Test

This homogeneity test was conducted to determine whether the data from two classes or groups of data populations were homogeneous. The following are the results of the *output test* of homogeneity of variances in the data processing application conducted by the researcher:

Table 2. Homogeneity Test

	Levene Statistic	*Sig.*
Based On Mean	3,916	,056

Based On Median	3,385	,075
Based On Median and With Adjusted df	3,385	,078
Based on Trimmed mean	3,845	,058

Table 2. above shows that the variance of the two groups is homogeneous (the same). This can be seen in the science learning results, where the significance of the data is 0.056 > 0.05, which means that the data is homogeneous.

b. Hypothesis Testing

The data is declared to be normally distributed and homogeneous. The next step is to test the hypothesis using SPSS Version 26. Using the Independent Sample t-Test technique, the testing of the Kuany Kuantum Memory method on Arabic memorization skills can be seen in the following table.

Table 3. Independent Sample t-Test

	Class	N	Mean	Std. Deviation	Std. Eror Mean
Arabic Learning Outcomes	A	18	85,11	9,386	2,212
	B	18	72	12,566	2,962

Based on the table above, it can be understood that N is 18, Mean 85.11 for class A (experimental) and 72 for class B (control), followed by Std. Deviation 9.386 for class A and 12.566 and Std. Error Mean 2.212 for class A (experimental) and 2.962 for class B (control).

Table 4. Results of the Independent Sample t-Test

Equal Variens Assumsed	F	Sig.	T	df	Sig. (2-tailed)	Std. Eror Difference
Equal Variens Not Assumsed	1,039	,315	3,426	34	,002	3,697
			3,426	31,467	,002	3,697

Based on Table 4, the data analysis output is used to test the hypothesis. Based on the output results, it can be seen that the t-value is 3.426 with df of 34 and 31.467. The Sig. value (2-tailed) is 0.02. This is the basis for decision-making:

By the output values above, the SigSig. (2-tailed) is 0.002, which is less than 0.05. Therefore, there is a significant difference in the ability to memorize vocabulary between the experimental and control classes using the *Kauny Quantum Memory* method in Arabic language learning to improve the vocabulary memorization ability of fourth-grade students at MIN 2 Batola.

Table 5. Paired T-test

		Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Pair 1	Pretest–Postest	-4.231	8,473	-17,247	17	,000

It is known that the Sig. Value (2-tailed) is .000, so there is a significant difference between the ability to memorize *mufradat* in Arabic language learning based on pretest and posttest data in the experimental class.

Discussion

1. **The Effect of the Kauny Quantum Memory (KQM) Method on Learning Outcomes**

KQM method has significantly improved students' ability to memorize Arabic vocabulary (mufrodat). This study shows that using the KQM method can make memorization more effective and enjoyable. Students who learn using this method appear enthusiastic; they remain motivated to memorize microdata even when tired. The KQM method utilizes the right brain, which is associated with imagination and the subconscious, unlike traditional methods that predominantly use the left brain. Ramadhan stated this in his research (Ramadhan, 2025).

The Meaning and Implications of Research Findings in the Context of Theory and Previous Research Theoretically, learning that activates the right brain, such as the KQM method, aligns with the concept of Quantum Learning introduced by DePorter in his research (DePorter, 2011). This concept emphasizes the importance of an active, enjoyable learning process that stimulates imagination.

Previous research conducted by Mahyudin also reinforces this finding, where conventional learning methods, which tend to be monotonous, have been proven to hurt students' mastery of vocabulary (Mahyudin, 2023). This study reinforces previous theories and demonstrates that the KQM method can improve memorization skills and motivate students to be more active in learning Arabic. This is also supported by statements from the subject teacher and one of the students.

Interview data collected by the researcher further supports this. The researcher interviewed the Arabic language teacher of class 4 and one of the students, Mr. Ahmad Mahlian and Aqila.

Mr. Mahlian stated, "I am thrilled that there are students who want to research and deepen their knowledge about Arabic learning methods because perhaps in this school, there are still few students who research them. Moreover, regarding the use of the KQM learning method, I think it is good for children so that students do not get bored in learning, and it becomes something new that students can do." Aqila (student) stated, "When I study, I enjoy learning. It is interesting and exciting."

Figure 1. Interview With The Subject Teacher

KQM method has been proven to significantly positively impact Arabic language learning at MIN 2 BATOLA, both for teachers and students. Students appear more enthusiastic and enjoy memorizing vocabulary (mufrodat), and can even retain what they have memorized for extended periods compared to traditional methods. Teachers also felt the benefits of this method, where the classroom atmosphere became more dynamic and interactive, although initially, some adjustments were needed in its implementation. KQM, which combines imagination and storytelling, makes the learning process more interesting and supports the concept of Quantum Learning, which emphasizes active and enjoyable learning. Teachers' creativity in implementing this method is crucial in enhancing learning effectiveness. Overall, the KQM method helps students improve their learning outcomes and creates a more effective and interactive learning environment.

Comparison with Previous Research The findings of this study align with Mahyudin's study, which stated that innovative and creative learning methods can enhance students' mastery of Arabic vocabulary (Mahyudin, 2023). On the other hand, the results of this study differ from those of Erna Sulistiawati and colleagues (2021), who revealed that the main problems in Arabic language learning were mainly caused by a lack of facilities and infrastructure as well as monotonous teaching methods (Sulistiawati, 2021). Despite the limited facilities at MIN 2 BATOLA, Ramadhan's (2025) research shows that the KQM method remains effective if teachers can implement it properly.

The findings of this study are highly relevant to the low Arabic learning outcomes at MIN 2 BATOLA. Based on initial observations, students tend to get low scores, in theory, learning, which is caused by teaching methods lacking variety (Ramadhan, 2025). The KQM method offers an alternative to increase student participation and involvement in learning. This supports a constructivist approach to learning, which emphasizes the importance of active and experience-based learning.

This study shows positive results, but several limitations need to be considered. This study was only conducted in one school, MIN 2 BATOLA, so the results may not fully apply to other schools. In addition, this study only involved fourth-grade students, so it cannot describe the effect of the KQM method on other grade levels (Ramadhan, 2025). Using a pretest-posttest *control group* experimental design also has limitations in providing a more in-depth picture of the learning process (Suniarti, 2013).

This study significantly improves the quality of Arabic language learning in elementary schools, especially in madrasahs. The application of the KQM method not only improves students' memorization skills but also creates a more interactive and enjoyable learning atmosphere.

2. The Using Kauny Quantum Memory (KQM) method affect the Arabic language skills

Applying the KQM method in Arabic language learning for fourth-grade students at MIN 2 BATOLA significantly impacts improving Arabic language skills. According to Ramadhan's research (2025), this method effectively improves vocabulary memorization skills and strengthens students' Arabic speaking, listening, reading, and writing abilities. KQM, which utilizes the right brain and involves imagination and subconscious memory, makes learning more enjoyable and efficient. This creative and interactive approach helps students better understand Arabic lessons, which have traditionally been considered challenging.

From a learning theory perspective, the KQM method aligns with the Quantum Learning concept introduced by DePorter (2011). This concept emphasizes the importance of active, enjoyable learning processes stimulating students' imagination. Mahyudin's research supports these findings, stating that innovative learning methods can improve Arabic vocabulary mastery. According to Mahyudin, students engaged in varied learning tend to show higher motivation and better learning outcomes than conventional, monotonous methods (Mahyudin, 2023).

Normality test if the number in the test is. The sample size is large (>100), indicating that this study has a sample size of 18 and 18 or <100. Therefore, the data was tested using the Shapiro-Wilk normality test. The table above shows that the pre-test results for the experimental class are 0.150 > 0.05, and the post-test results for the experimental class are 0.580 > 0.05. Meanwhile, the normality test results for the pre-test of the control class are 0.555 > 0.05, and for the post-test of the control class, 0.528 > 0.05. The data in this study are typically distributed. This is because the post-test results of the experimental class are greater than the Sig. Value (0.000 < 0.05).

The results of the homogeneity test indicate that the variances of the two groups are homogeneous (the same). This can be seen in the science learning results, where the significance of the data is 0.056 > 0.05, which means that the data is homogeneous.

The Independent Sample t-test output results show a mean of 85.11 for class A (experimental) and 72 for class B (control). The Sig. (2-tailed) was 0.002 < 0.05. Thus, there was a significant difference in vocabulary memorization ability between the experimental and control classes using the Kauny Quantum Memory method in Arabic language learning to improve the vocabulary memorization ability of fourth-grade students at MIN 2 Batola.

Based on the above findings, it can be concluded that using the KQM method in Arabic language learning in Grade 4 at MIN 2 Batola significantly improves students' ability to memorize vocabulary (mufrodat). The normality test results indicate that the research data are normally distributed, with all pre-test and post-test significance values for the experimental and control groups being greater than 0.05. Additionally, the homogeneity test indicated that the variances of both groups were equal or homogeneous, with a significance value of 0.056 > 0.05. In the Independent t-test, the Sig. (2-tailed) was 0.002 < 0.05. Thus, there was a significant difference in the ability to memorize mufradat between the experimental and control classes using the KQM method in Arabic language learning to improve the ability to memorize mufrodat of fourth-grade students at Min 2 Batola, proving that there was a positive effect of the KQM method on students' Arabic learning outcomes, particularly in the aspect of mufrodat mastery. Overall, the KQM method can create a more interesting, interactive, and effective learning atmosphere in improving students' memorization skills.

Figure 2: Implementation of the KQM Learning Method

Ramadhan's research also showed that the KQM method created a more dynamic classroom atmosphere. Students who are usually passive in learning Arabic become more enthusiastic and active during the learning process. This can be seen from the number of students who dare to ask questions, answer questions, and engage in learning activities. Through body movement and visualization techniques, the KQM method helps students memorize and understand new vocabulary more easily. Fadel's theory of Multi-Sensory Learning asserts that learning involving various senses is proven to be more effective in improving students' memory and understanding.

Compared to previous research, these results support Erna Sulistiawati's findings that varied learning methods can overcome student boredom and improve learning outcomes (Sulistiawati, Setiawan, & Mahardini, 2021). However, Ramadhan's research offers a different approach (Ramadhan, 2025). While Sulistiawati's research focuses on using technology in learning, this research emphasizes visual memory and movement techniques through the KQM method. Although the approaches are different, both studies show that innovation in learning can positively impact student learning outcomes.

This research is closely related to the problem of low Arabic learning outcomes at MIN 2 BATOLA. Before applying the KQM method, many students had difficulty memorizing mufrodat and showed low motivation to learn. By using the KQM method, not only students' memorization ability improved, but also their enthusiasm and participation in learning (Jasmanidar, Kustati & Gusmirawati, 2024). This shows that KQM can provide a concrete solution to improving the quality of Arabic language learning, especially in the madrasah ibtidaiyah environment.

While this study shows positive results, some limitations need to be considered. One of the limitations is the scope of the study, which only involves one school, namely MIN 2 Batola, so the results of this study may not be generalizable to other schools. In addition, this study only focused on grade IV students, so the effects of applying the KQM Method at other grade levels have not been widely explored. This study's use of *pretest-posttest control group* experimental design also emphasizes quantitative measurement so that qualitative aspects of students' learning experience are still not seen thoroughly.

In order to overcome these limitations, it is recommended that the study involves more schools and various grade levels so that the results are more complete and comprehensive. In addition, the use of mixed-methods research that combines quantitative and qualitative approaches can provide an in-depth understanding of the effect of the KQM Method on students' motivation and understanding of learning Arabic. With this approach, future research is expected to provide a more comprehensive perspective on the effectiveness of the KQM method in various educational contexts.

This research is important in improving Arabic learning methods at the elementary school level. Applying the (KQM) Method provides an alternative for teachers to create a more attractive and interactive learning process. For this method to be implemented optimally, teachers need special training, while the school is expected to support its implementation by providing adequate facilities and arranging the right time allocation.

The use of the KQM method in learning Arabic provides benefits not only in the academic aspect but also in shaping the character of more proactive and creative students. Students become more independent and confident in the learning process. Therefore, this method should be considered part of the Arabic language learning strategy in madrasahs and public schools, especially at the basic education level.

The results of this study indicate that applying the KQM Method can improve students' ability to memorize mufrodat in Arabic language learning. This finding aligns with the research cited by Mahyudin (2023), which explains that monotonous learning methods and a lack of variety of learning media cause low mastery of Arabic vocabulary. This study strengthens these findings by showing that the KQM method, which emphasizes memorization based on understanding meaning and visual association, is more effective in improving students' memory.

In addition, the results of this study also support the findings of Sulistiawati et al. (2021), who identified internal and external factors as barriers to Arabic vocabulary acquisition. The KQM method overcame obstacles, especially student boredom and lack of encouragement to study at home. The significant difference lies in the KQM approach, which involves meaningful repetition and utilization of long-term memory, making it easier for students to remember vocabulary.

These results are also consistent with the research by Umudini, Iswandi, and Arifin (2023), which found that students' difficulties in reading, writing, and memorizing Arabic vocabulary were caused by psychological conditions and low learning motivation. Applying the KQM

method in this study shows that a meaning-based and visualization approach can enhance students' motivation, which ultimately positively impacts vocabulary mastery.

However, this study also revealed challenges in implementing the KQM method, particularly regarding teacher readiness and student understanding at the beginning of implementation. This supports the view that innovative methods like KQM require teacher training to be implemented effectively.

Thus, this study contributes new insights by demonstrating that the KQM method can be an innovative alternative for enhancing students' vocabulary memorization skills. Comparison with previous studies confirms that the combination of effective teaching methods and a meaning-based approach significantly impacts students' learning outcomes, particularly in Arabic vocabulary mastery.

IV. CONCLUSIONS

Based on the research conducted on Arabic language learning in Grade IV at MIN 2 Barito Kuala (Batola), it can be concluded that implementing the Kauny Quantum Memory (KQM) method significantly improves students' vocabulary memorization skills. All students in the experimental class achieved a passing score ($\geq$ 75), with a 100% mastery level, which is categorized as good. The pretest and posttest results showed a substantial improvement in the experimental class, with the average pretest score being 50.67, increasing to 85.11 in the posttest. In contrast, the control class had an average pretest score of 42.89, which increased to 72.44 in the posttest. Statistical analysis using the Independent Sample t-test indicated a significant difference between the experimental and control groups, with a Sig. (2-tailed) value of 0.002 < 0.05. This confirms that using the KQM method statistically significantly impacts students' vocabulary memorization ability. In conclusion, the Kauny Quantum Memory method is proven effective in enhancing Arabic language learning outcomes, particularly in vocabulary acquisition for fourth-grade students. This method can be an innovative and engaging instructional strategy in madrasah settings, fostering a more active, enjoyable, and meaningful learning experience.

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