

Integration of Demonstration Methods for Memorizing Short Surahs in the *Merdeka Belajar* Curriculum at *Aisyiyah Bustanul Athfal* Kindergarten, Langkat

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Abstract: This study aims to analyze the implementation of the demonstration method in memorizing short surahs at TK Aisyiyah Bustanul Athfal, Langkat Regency, and its integration into the Merdeka Belajar Curriculum. This research used in the form of an in-depth case study to understand how demonstration methods are applied and integrated into the curriculum, as well as to identify the challenges and impacts of the application of these methods on students' skill skills. The results of the study indicate that the demonstration method, applied with thorough preparation and structured implementation, is effective in improving students' memorization abilities. Students find it easier to memorize short surahs with concrete examples given by the teacher. Observations and documentation reinforce these findings, with students showing enthusiasm and active involvement in the demonstrations. The integration of the demonstration method into the Merdeka Belajar Curriculum provides teachers with the flexibility to choose teaching methods that suit students' needs, creating a more dynamic and enjoyable learning environment. Periodic evaluations show a significant improvement in students' memorization abilities, proving the effectiveness of this method in helping students memorize short surahs.

Keywords: Demonstration Method, Memorization of Short Surahs, Merdeka Belajar Curriculum

Abstrak: Penelitian ini bertujuan untuk menganalisis penerapan metode demonstrasi dalam menghafal surat pendek di TK Aisyiyah Bustanul Athfal Kabupaten Langkat serta integrasinya ke dalam Kurikulum Merdeka Belajar. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa metode demonstrasi yang diterapkan dengan persiapan yang matang dan pelaksanaan yang terstruktur efektif dalam meningkatkan kemampuan hafalan siswa. Siswa lebih mudah menghafal surat pendek dengan contoh konkret yang diberikan oleh guru. Observasi dan dokumentasi memperkuat temuan ini, dengan siswa menunjukkan antusiasme dan keterlibatan aktif dalam demonstrasi. Integrasi metode demonstrasi ke dalam Kurikulum Merdeka Belajar memberikan fleksibilitas bagi guru untuk memilih metode pembelajaran yang sesuai dengan kebutuhan siswa, menciptakan lingkungan belajar yang lebih dinamis dan menyenangkan. Evaluasi berkala menunjukkan peningkatan signifikan dalam kemampuan hafalan siswa, membuktikan efektivitas metode ini dalam membantu siswa menghafal surat pendek.

Kata kunci: Metode Demonstrasi, Hafalan Surat Pendek, Kurikulum Merdeka Belajar

INTRODUCTION

The advances of science and technology have brought major changes in various areas of human life, one of them in the field of education. Education is the primary part of human life which at the same time distinguishes man from other creatures through the learning process at each level of education according to the stage of development (Miasari et. al, 2022: 54). Education is also a teaching or mentoring learning activity carried out by educators to students with the aim of creating self-reliant human beings, thinking critically, and creating qualified human resources (Marisyah et al., 2019). Basically, learning is a process of relating to situations in the human environment. Learning can also be understood as an activity process with various previous experiences. Learning is also the process of seeing, observing, and understanding something (Tanjung et al., 2019). Therefore, it is not surprising that the field of education continues to receive

serious attention and treatment from both the government, the public, and educational managers as an achievement in enlightening the life of the nation.

Improving the quality of education is essential for sustainable development in all aspects of human life. School is one of the institutions that play a major role in educational institutions so that it can reflect effective and quality learning in shaping attitudes, values, and character of students in every learning process. Students at the kindergarten level are the most effective time and opportunity in human life to develop and enhance the various potential and talents that a child possesses and are sensitive times for every child. Therefore, experts call it the Golden Age or Golden Age because the development of his intelligence underwent a very relevant improvement at every stage of his development (Yatri & Amini, 2022). Education for important children is built and developed from an early age in order to bring about intelligent and qualified generations in the future (Susanti et al., 2021).

Teachers should also be a good example and an inspiration for students. Teacher as an educator must also be able to see the psychological conditions of students that can affect their character and behaviour in the future. Therefore, a teacher has a huge share in the moral formation of the student (Kandiri & Arfandi, 2021). The Prophet has given a good example for those who hope for the mercy of Allah and the Day of Resurrection. The Prophet was the Messenger of Allah (*salla Allahu alaihi wa sallam*).

His words, deeds, and values are a reflection of the Qur'an. (Bastomi, 2017: 2). Teachers should have a good personality like that of the Prophet Muhammad SAW. Teacher in teaching learning activity is the primary and first person who interacts directly with the student so that the teacher should be able to reflect the behaviour of the teacher *hasanah* or good example to the student. For good and for evil, the teachers will have a significant influence on the students.

The teaching required by every person, especially the Muslim person, covers various aspects of human life including Islamic education, which is a learning about various things related to Islamic teachings. Islamic doctrines include the learning of memorizing short letters in the Quran. According to Aini et al. (2021), one way to maintain the Quran is to memorize it and get used to it in each generation of Muslims. With the evolution of the times, especially in the world of education characterized by the occurrence of curriculum changes in the educational units. Currently, the government is implementing the policy of *Merdeka* Curriculum in the world of education. This curriculum is learning that is centralized entirely on the students by promoting *Merdeka* Learning. The foundation of the *Merdeka* Curricula is education based on the nature and the age, where students have their own talents and interests to develop their own potential, in order to adapt to the developments of the times that always trigger new things in the learning process in the educational world (Cholilah et al., 2023).

An analysis of active measures should be carried out before implementing the Free Learning Curriculum. These measures are expected to help schools understand Free Learning curriculum well, from application preparation to learning evaluation. Implementation of the Free Learning Curriculum demands education in kindergarten to be able to adapt to this policy. Schools should be better able to develop learning tools that fit the school's vision and mission. Teachers are more independent in determining the choice of materials to be given to students. In order for learning to be more interesting, effective, and enjoyable, there is a need for learning methods. Learning methods are the methods used by teachers in delivering lessons. Students' learning methods are a way or effort used by teachers to create more attractive learning and increase students' interest in learning. (Ramadhani, 2024: 3974). Interest is a sense of self-interest in something after seeing something outside of it.

According to the results of the initial observation at Aisyiyah Bustanul Athfal district of Langkat, on the learning activities of Islamic Education concerning memorizing short letters in the Qur'an, students appear passive. The process of memorizing requires a skill that focuses on the interests of the student. The ability to concentrate is not a physical talent or something that is brought with it from birth, but a skill that needs to be trained. Therefore, it's not a natural talent

or a hereditary talent. It requires full attention and motivation for students to memorize, as it demands a strong memory. The student's inability to memorize short letters in the Qur'an at Aisyiyah Bustanul Athfal School in Langkat district, according to the researchers allegedly one of the causes was because the teacher always used classical or thorough techniques without being interrupted by the use of learning methods so that the teacher's activity was impressed monotonous. As a result of this, the student activity is very low and the student ability is also very low. Students are unable to master or memorize the subject matter. It is a challenge for teachers where teachers are required to have creativity in the learning process in the classroom. Creativity is the ability of teachers who are constantly developing the material or material of the lesson and able to create an interesting and calm atmosphere and make learning more enjoyable so that it can be easily accepted by the students.

A method that can motivate the student's learning spirit is essential to overcome the problem. Therefore, according to the researchers, the solution is to apply the demonstration method to the learning of Islamic Religious Education in the material of memorizing short letters. Because, the subject matter of memorization of short letters in the essence is the ability of students to memorize or memorize short letters well and correctly. This method is a way of presenting the lesson by illustrating or presenting to the student a particular process, situation, or object that is being studied, whether in fact or in reckoning, often accompanied by an oral explanation (Tanjung & Isnaini, 2023).

The integration of learning related to the curriculum is basically a plan that becomes the direction in the implementation of the educational process. Integrated learning focuses on and adjusts to the level of student development in order to the learning goals and improve student learning motivation (Munawati, 2020). The demonstration method is used by teachers in the implementation of learning to improve student concentration and interest in learning. This method is a way to reach the goals that have been set in each learning process as well as to know the student's level of success in understanding a lesson. Demonstrations help students understand concepts in person and gain a more concrete learning experience than just listening to lectures or reading textbooks (Dewanti & Fajriwati, 2020).

The *Merdeka* curriculum gives the educational units and teachers the opportunity to design relevant and contextual processes and materials, as well as to create successors of the nation who are superior in various fields according to the development of the times. (Sari et al., 2022: 3). Pancasila's student profile in the *Merdeka* curriculum includes values such as faithfulness, fear, noble morality, global sensitivity, royong gotong, self-reliance, critical, and creative, all of which support the formation of a strong and competent student's character. (Paranita, 2023: 1992). By integrating demonstration methods into the *Merdeka* Learning Curriculum, it is expected to create more interesting, effective, and able to improve the skills of students at Aisyiyah Bustanul Athfal district of Langkat.

In theory, integration is a mixing process that creates a whole and whole condition. (Kamus 2007: 437). The integration of learning is related to the curriculum which is basically a plan that is the direction in the implementation of the educational process. Integrated learning focuses on and adjusts to the level of student development in order to learning goals and increase student motivation in learning. (Munawati, 2020). Demonstration method is a method used by teachers in presenting learning to students by acting or showing in person using real or simulated tools. Usually, the demonstration methods are followed by experiments (Fauziah et al., 2020).

The basic purpose of applying this method in learning activities is to clarify the understanding of concepts and to pay attention to how to do something or the process of happening something. According to Harfiani (2017), the purpose of teaching using the demonstration method is to show the process of occurrence of an event according to the teaching material, the way it is achieved, and the ease to be understood by the student in teaching in the classroom. By learning the method of demonstration, then the student can directly observe and understand the material delivered by the educator during learning in the classroom. The method also aims to explain

abstract concepts or materials, make lessons more effective, and can improve student learning outcomes (Sobon & Lumowa, 2018).

The steps of learning using the demonstration method according to Soetomo (1993) are: providing the necessary material, describing the demonstrations to be carried out to students, adapting the situation inside or outside the classroom that will enable students to be able to pay attention to the performance of demonstrations, ensuring the student's understanding after being given guidance before starting activities, giving instructions to the student, giving the student an opportunity to ask about things that may not be understood, and conducting assessments at the end of the teaching learning performance.

Some of the advantages of the method of demonstration are: students can understand the way the demonstration works, students will be more concentrated by showing interesting things such as learning tools, the rate of misunderstanding is less because the student witnesses directly through the demonstrations displayed, and the implementation of demonstrations can be a new experience for students. In addition to training creativity, acting, and speaking, demonstrations can also give students a sense of cooperation and rojong. However, demonstration methods also have shortcomings, such as if teachers do not understand the mechanisms to be demonstrated, the implementation of the demonstration will not go well, not all schools have firearms and costs to carry out demonstrations, and it takes a long time to prepare for demonstration activities (Dapiha, 2019).

In this context, demonstration methods are integrated into the curriculum with the aim of improving the student's learning skills and making learning more interesting and enjoyable. With suitable learning equipment, teachers can feel more independent in determining the material and methods of learning, so they can be more creative in delivering material to students. Evaluations and monitoring conducted periodically to assess the effectiveness of the demonstration method showed that the method was effective in helping students memorize short letters well.

Overall, the integration of demonstration methods into the *Merdeka* Learning Curriculum at Aisyiyah Bustanul Athfal district of Langkat is expected to create learning that is more interesting, effective, and capable of improving the skills of students. Thus, the application of demonstration methods in this curriculum can make a significant contribution to improving the quality of learning Islamic Education, especially in terms of memorizing short letters of the Qur'an. Based on the background of the problems that have been outlined above, the researchers are interested in discussing such matters in this study by raising the title: "Integration of Demonstration Methods Memorizing Short Letters into the Curriculum of Free Learning at Aisyiyah Bustanul Athfal district of Langkat".

METHOD

This research uses a descriptive qualitative approach with the aim of analysing the application of demonstration methods in memorizing short letters at Aisyiyah Bustanul Athfal district of Langkat as well as its integration into the Curriculum of Free Learning (Nasution, 2023: 208). The research project is in the form of an in-depth case study to understand how demonstration methods are applied and integrated into the curriculum, as well as to identify the challenges and impacts of the application of these methods on students' skill skills. This study refers to Sugiyono's (2011) view that qualitative research is used to describe and analyse phenomena, events, social activity, attitudes, beliefs, perceptions, and thinking of individuals and groups.

The population of this research is the entire students totally 93 students of Aisyiyah Bustanul Athfal district of Langkat. Research samples are taken purposively, example; students who actively follow the learning of short letters with demonstration methods, as well as teachers who teach in the class. The data collection techniques used include observations, interviews, and

documentation. Observations were made to look at the interactions between teachers and students, student participation, and the effectiveness of the implementation of demonstration methods. In-depth interviews were conducted with the teaching teacher (Mrs. A), 10 students, and parents of students to get their views on the application of the demonstration method and its impact on the students' skills. Video and photo documentation during the learning process, as well as student evaluation records, are used to support observation and interview data. This method is consistent with Creswell's (2013), which states that the use of various data collection techniques helps in understanding the phenomena studied more comprehensively.

The instruments used in this study, including observation guidelines, interview guidelines, and documentation formats, are discussed in greater detail. Observation guidelines are designed to record student learning activities and involvement in detail. The interview guidelines are structured with open questions to discuss more in-depth information from teachers, students, and parents. The documentation format includes a record of students' studies and visualizations of the learning process. The data collected is analysed using descriptive qualitative analysis techniques. Data analysis was done by organizing data, grouping data according to relevant categories, and drawing conclusions based on existing findings

The research was conducted at Aisyiyah Bustanul Athfal district of Langkat for one semester of teaching, with observations being done periodically every week. Study time is adjusted to the school's scheduled short-letter study schedule. Researchers are present directly at the research site for observations and interviews, as well as ensuring that the data collection process runs as planned. Through these approaches and methods, it is expected to be obtained a comprehensive picture of the application of demonstration method in memorizing short letters as well as its effectiveness in improving the skills of students at Aisyiyah Bustanul Athfal district of Langkat.

RESULT AND DISCUSSION

This section presents the results of research regarding the integration of the demonstration method for memorizing short letters into the Independent Learning Curriculum at the Aisyiyah Bustanul Athfal Kindergarten, Langkat Regency. The results of this research are based on data obtained through observation, interviews and documentation during the learning process. The analysis was carried out to answer the problem formulation that had been determined, namely how the demonstration method was applied in memorizing short letters and how this method was integrated into the Independent Learning Curriculum. This discussion aims to provide an in-depth overview of the effectiveness of the demonstration method, the challenges faced, and its impact on students' memorization abilities at Aisyiyah Bustanul Athfal Kindergarten, Langkat Regency. It is hoped that the results of this research can contribute to improving the quality of Islamic Religious Education learning, especially in terms of memorizing short letters of the Al-Qur'an.

Demonstration Method for Memorizing Short Letters

The research results show that the demonstration method applied with careful preparation and implementation is very effective in teaching short letter memorization. Teachers who prepare material carefully and use tools such as whiteboards, markers and flashcards are able to provide clear demonstrations that are easy for students to follow. Structured demonstration steps help students understand and remember better. Students find it easier to memorize short letters when given concrete examples by the teacher. Students' experiences and parents' confessions show that this method helps in understanding the sequence and pronunciation of verses and significantly improves memorization abilities.

Observations during the learning process confirmed these findings, with students showing enthusiasm and active involvement in the demonstration. Documentation in the form of videos and photos shows that students pay close attention to every step shown by the teacher and try to memorize according to the examples given. Good preparation and execution by the teacher ensure

that the demonstration runs smoothly and is effective in helping students memorize short letters. The demonstration method has also been proven to increase student involvement and motivation in learning. Students taught using this method are more responsive and faster in memorizing short letters. They look more active and enthusiastic in participating in lessons. The learning process that involves direct demonstrations makes students more focused and motivated to learn. Overall, the demonstration method proved effective in improving students' memorization abilities.

The teacher involved in this research, Mrs. A explained that she always prepared the material very carefully before carrying out a demonstration. She stated:

"I ensure that all tools such as whiteboards, markers, and flashcards are available and ready to use. Preparation is key to making the demonstration method effective. I spend time designing demonstration steps that are clear and easy for students to follow. It's important that the students can see exactly what they need to do", (A, Interview, Sunday, 24 November 2024, at 10.00).

Her meticulous preparation and structured approach make it easier for students to grasp the material. "When the steps are clear and straightforward, students can follow along more easily and stay engaged throughout the lesson," she added.

One of the students, Ahmad, shared his positive experience with the demonstration method. "I find it much easier to memorize short letters when Mrs. A shows us directly how to do it," he said. Ahmad elaborated, "The examples given by Mrs. A really help me understand how to pronounce and order the verses. Seeing her demonstrate makes it clear what I need to do, and I can remember the verses more quickly." This hands-on approach resonates well with students, making the learning process more enjoyable and effective.

The student's parent, Mr. B, also observed significant progress in his child's memorization abilities. "My child memorizes short letters more quickly after being taught using the demonstration method in class," he remarked. Mr. B continued:

"I have seen a noticeable improvement in my child's ability to memorize and recite the verses. The method used by Mrs. A not only helps in faster memorization but also in better retention of the learned material. It's impressive to see such progress in a short period", (B, Interview, Monday, 25 November 2024, at 13.00).

His observations underline the effectiveness of the demonstration method in enhancing students' memorization skills, as well as their overall enthusiasm for learning. Based on observations made during the learning process, it appears that students are more enthusiastic and active in participating in demonstrations carried out by the teacher. They pay close attention to each step shown and immediately try to memorize according to the examples given. Documentation in the form of videos and photos shows that students are actively involved in the learning process, with some students even coming to the front of the class to practice their memorization.

Overall, the preparation and implementation of the demonstration method carried out by the teacher gave positive results in teaching memorization of short letters. Meticulous preparation ensures that the learning process goes smoothly, while clear demonstrations that engage students directly help them understand and memorize more easily. The combination of detailed explanations, use of appropriate tools, and student involvement in the demonstration process makes this method effective in improving students' ability to memorize short letters.

Integration of Demonstration Methods into the Merdeka Belajar Curriculum

The *Merdeka Belajar* curriculum provides flexibility for teachers to choose learning methods that best suit students' needs and potential. This integration of demonstration methods into the

curriculum helps increase student engagement and motivation in learning. The demonstration method makes the learning process of memorizing short letters more interesting and fun for students. The freedom provided by the curriculum allows teachers to be more creative and innovative in delivering material, which has a positive impact on student learning outcomes.

Mrs. A, a teacher involved in this research, provided a detailed explanation of how the Independent Learning Curriculum offers significant flexibility in choosing teaching methods that best meet the students' needs. She stated,

"The Independent Learning Curriculum allows me to select teaching methods that truly align with each student's needs. The demonstration method, in particular, is highly effective in helping students memorize short surahs more easily and enjoyably", (A, Interview, Sunday, 24 November 2024, at 10.00).

Mrs. A also emphasized the importance of direct student involvement in the learning process. She added, "By using the demonstration method, I ensure that students feel directly involved in their learning journey, ultimately enhancing their engagement and retention of the material taught." She explained that this method allows students not only to memorize short surahs but also to understand their meaning and context, thus providing a more comprehensive learning experience.

Furthermore, Mrs. A noted that the demonstration method helps create a more interactive and enjoyable learning atmosphere. "When students see and follow demonstrations directly, they find it easier to remember and understand the material. This also helps them feel more confident in their ability to memorize," she said.

One of the students, Ahmad, gave very positive feedback about the demonstration method used in his class. Ahmad stated, "Learning with the demonstration method is more fun, and it helps me memorize short surahs more quickly." He explained that by directly observing how the teacher demonstrates the memorization process, he could easily follow and remember the steps. Ahmad also added that this method made him feel more engaged in the learning process. "When the teacher shows how to memorize, I feel like a part of the process, not just receiving instructions. This makes me more focused and motivated to learn," he revealed. Additionally, Ahmad felt that the demonstration method made learning more interesting. "I like when we learn with demonstrations because I can see firsthand how to do it. It's much better than just listening to explanations," he said.

Mr. B, a parent of one of the students, also shared very positive views on the impact of the demonstration method on his child's learning development. He stated, "I have noticed that my child is more motivated and enjoys the learning process more with the demonstration method used by Mrs. A. This flexible curriculum truly supports children's learning development." Mr. B observed that his child showed a greater interest in learning and memorized short surahs more quickly. "My child is now more enthusiastic about studying at home and often shows me how he memorizes surahs by following the teacher's demonstrations. This is truly a positive change," he added. He also emphasized that this method not only helps his child in memorizing but also in understanding the values contained in the surahs. "With the demonstration method, my child not only memorizes the words but also understands their meaning. This is very important for their religious education," Mr. B concluded.

The opinions of the teacher, students, and parents in this research indicate that integrating the demonstration method into the Independent Learning Curriculum at Aisyiyah Bustanul Athfal Kindergarten, Langkat Regency, has a significant positive impact on students' memorization abilities and their motivation to learn. The flexibility of this curriculum allows for the implementation of methods that better suit students' needs, creating a more effective, enjoyable, and meaningful learning experience.

Based on extensive observations conducted during the learning process, it is evident that the integration of the demonstration method within the Independent Learning Curriculum has yielded

notably positive outcomes. Students have become more active and enthusiastic participants in their learning, displaying heightened engagement and eagerness. This interactive approach allows teachers to dynamically adjust their methods to suit individual student needs, ensuring a more personalized and effective learning experience. Visual documentation in the form of videos and photos captured students actively engaging with the material, demonstrating increased involvement and enjoyment, which in turn has positively impacted their memorization abilities.

The flexibility offered by the demonstration method has enabled teachers to cater to the diverse learning styles of their students, making learning more effective and enjoyable. Students were observed to recall short surahs more accurately and quickly, with a deeper understanding of their meanings. Parents also reported that their children were more motivated and enthusiastic about learning at home, practicing recitations outside of school hours. This combination of active participation, tailored teaching methods, and documented evidence of success underscores the significant benefits of integrating the demonstration method into the Independent Learning Curriculum at Aisyiyah Bustanul Athfal Kindergarten.

Evaluations carried out regularly show that the demonstration method is effective in improving students' memorization abilities. These evaluations provide a clear picture of student progress and help identify areas for improvement. By conducting regular evaluations, teachers can provide constructive feedback and adjust learning methods to meet the diverse needs of students. The positive evaluation results show that the demonstration method not only helps students memorize better, but also increases their confidence in reciting short letters.

Overall, the integration of the demonstration method into the *Merdeka Belajar* Curriculum has been proven to increase the effectiveness of learning to memorize short letters. Curriculum adjustments that allow teachers the freedom to choose appropriate methods create a more dynamic and enjoyable learning environment. Regular evaluation and monitoring provide useful feedback to students and helps in identifying areas that need improvement. Thus, the demonstration method can be continuously refined and adapted to achieve more optimal results, making it a very useful approach in rote learning of short letters.

The research results show that the demonstration method applied with careful preparation and implementation is very effective in teaching short letter memorization. Teachers who prepare material carefully and use tools such as whiteboards, markers and flashcards are able to provide clear demonstrations that are easy for students to follow. Structured demonstration steps help students understand and remember better. Students find it easier to memorize short letters when given concrete examples by the teacher. Students' experiences and parents' confessions show that this method helps in understanding the sequence and pronunciation of verses and significantly improves memorization abilities.

Observations during the learning process confirmed these findings, with students showing enthusiasm and active involvement in the demonstration. Documentation in the form of videos and photos shows that students pay close attention to every step shown by the teacher and try to memorize according to the examples given. Good preparation and execution by the teacher's ensure that the demonstration runs smoothly and is effective in helping students memorize short letters. The demonstration method has also been proven to increase student involvement and motivation in learning. Students taught using this method are more responsive and faster in memorizing short letters. They look more active and enthusiastic in participating in lessons. The learning process that involves direct demonstrations makes students more focused and motivated to learn. Overall, the demonstration method proved effective in improving students' memorization abilities.

The integration of the demonstration method into the Independent Learning Curriculum shows positive results. The *Merdeka Belajar* curriculum provides flexibility for teachers to choose learning methods that best suit students' needs and potential. The demonstration method makes the learning process of memorizing short letters more interesting and fun for students. The freedom provided by the curriculum allows teachers to be more creative and innovative in

delivering material, which has a positive impact on student learning outcomes. The teacher involved in this research, Mrs. A, explained that the Independent Learning Curriculum gave her the flexibility to choose the method that best suited students' needs. The demonstration method is very suitable for helping students memorize short letters more easily and with pleasure. One of the students, Ahmad, revealed that with the demonstration method, he felt learning was more fun and he memorized short letters more quickly. Mrs. A makes students feel directly involved in the learning process. The student's parent, Mr. B, added that he saw that his child was more motivated and enjoyed the learning process with the demonstration method used by Mrs. A. This flexible curriculum really helps children's learning development.

Based on observations made during the learning process, it appears that the integration of the demonstration method in the Independent Learning Curriculum has had a positive impact. Students are more active and enthusiastic in participating in learning. Teachers can adjust methods according to the needs of each student, so that learning becomes more effective. Documentation in the form of videos and photos shows that students are more involved and enjoy the learning process, which has a positive impact on their ability to memorize. Evaluations carried out regularly show that the demonstration method is effective in improving students' memorization abilities. These evaluations provide a clear picture of student progress and help identify areas for improvement. Teachers can provide constructive feedback and adjust learning methods to meet the diverse needs of students by conducting regular evaluations. The positive evaluation results show that the demonstration method not only helps students memorize better, but also increases their confidence in reciting short letters.

Overall, the integration of the demonstration method into the *Merdeka Belajar* Curriculum has been proven to increase the effectiveness of learning to memorize short letters. Curriculum adjustments that allow teachers the freedom to choose appropriate methods create a more dynamic and enjoyable learning environment. Regular evaluation and monitoring provide useful feedback to students and helps in identifying areas that need improvement. Thus, the demonstration method can be continuously refined and adapted to achieve more optimal results, making it a very useful approach in rote learning of short letters.

The results of this study demonstrate that the demonstration method significantly enhances students' memorization abilities of short surahs. This aligns with recent educational theories that emphasize the importance of interactive and hands-on learning approaches. According to Fayombo, G. A. (2012), active learning methods, such as demonstrations, encourage deeper cognitive engagement, which leads to improved memory retention and understanding. This study's findings, where students showed heightened involvement and enthusiasm in the memorization process, reflect this approach, as the teacher's structured demonstrations provided a clear and engaging learning experience.

Furthermore, the *Merdeka Belajar* Curriculum offers flexibility, which allows teachers to adopt diverse teaching methods that cater to students' individual needs. De Alencar et.al (2020) emphasize that flexible curricula that permit creative teaching strategies improve student motivation and academic performance. This research shows that the teacher's use of the demonstration method within this flexible curriculum led to enhanced student engagement and faster memorization of short surahs, illustrating the benefits of adaptable teaching methods.

Additionally, the role of parents in supporting their children's learning through interactive methods was highlighted by Marti et al. (2018), who found that parental involvement positively impacts students' academic outcomes, especially when learning methods involve practical engagement like demonstrations. In this study, parents reported noticeable improvements in their children's ability to memorize and understand short surahs after experiencing the demonstration method, further supporting the effectiveness of this approach in Islamic education contexts.

CONCLUSION AND SUGGESTIONS

This research concludes that the demonstration method applied at Aisyiyah Bustanul Athfal Kindergarten, Langkat Regency is effective in improving students' ability to memorize short letters. Careful preparation and structured implementation by the teacher make it easier for students to understand and memorize short letters. Students show enthusiasm and active involvement during the learning process, which is supported by the results of observations, interviews and documentation. The demonstration method has been proven to significantly increase students' ability to memorize short letters. Teachers who use clear demonstration steps and appropriate tools help students memorize more easily. Students who follow this method become more responsive, active and motivated in learning.

The integration of the demonstration method into the *Merdeka Belajar* Curriculum provides flexibility for teachers to choose learning methods that suit student needs. This flexible curriculum allows teachers to adapt learning methods to student characteristics, creating a more dynamic and enjoyable learning environment. Periodic evaluations show significant improvements in students' memorization abilities, proving the effectiveness of this method in helping students memorize short letters. Although the demonstration method proved effective, certain challenges, such as maintaining student focus and managing time constraints, were identified. These limitations arise because younger students often have shorter attention spans, making it difficult to sustain their focus during longer sessions. Additionally, the structured steps of the demonstration method can be time-consuming, especially when addressing individual learning paces. Strategies to overcome these challenges such as implementing shorter, more frequent tutoring sessions and providing more flexible time arrangements could be beneficial. It would be valuable for further research to explore how integrating technology, such as interactive learning tools or apps, could enhance the demonstration method and help address these limitations by keeping students more engaged and allowing for self-paced learning.

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