

Accelerated Learning Implementation in Memorizing *Asmaul Husna* using *Hanifida* Method

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Abstract

Developing students' interest in memorizing the *Asmaul Husna* remains a major challenge in Islamic religious education, demonstrating the need for more captivating and effective teaching approaches. This study intends to analyze the implementation of accelerated learning using the *Hanifida* method for memorizing the *Asmaul Husna*, examine its educational impact, and identify the factors that support and obstruct its implementation. This study used a qualitative phenomenological approach. Data were collected through interviews, observations, and documentation, and analyzed using data condensation, data display, and conclusion drawing. The results show that the accelerated learning model based on the *Hanifida* method permits students to memorize the *Asmaul Husna* more efficiently while increasing their engagement in the learning process. The program likewise enhances memorization fluency, mastery of the *Hanifida* method, learning discipline, motivation, spiritual development, and self-confidence. Effective teaching strategies, active teacher facilitation, and adequate learning facilities support its successful implementation. However, limited instructional time, the complexity of memorizing numerous *Asmaul Husna* attributes, and insufficient parental support remain major challenges. The study determines that accelerated learning through the *Hanifida* method is an effective pedagogical approach for promoting students' interest and achievement in memorizing the *Asmaul Husna*. These findings have practical implications for improving Islamic religious teaching and contribute to the growing collection of knowledge on innovative memorization strategies.

Keywords: Accelerated Learning, *Hanifida* Method, Memorizing *Asmaul Husna*.

Abstrak

Mengembangkan minat siswa dalam menghafal *Asmaul Husna* tetap menjadi tantangan utama dalam pendidikan agama Islam, yang menunjukkan perlunya pendekatan pengajaran yang lebih menarik dan efektif. Studi ini bertujuan untuk menganalisis implementasi pembelajaran akselerasi menggunakan metode *Hanifida* untuk menghafal *Asmaul Husna*, meneliti dampak pendidikannya, dan mengidentifikasi faktor-faktor yang mendukung dan menghambat implementasinya. Studi ini menggunakan pendekatan fenomenologi kualitatif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, dan dianalisis menggunakan kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil menunjukkan bahwa model pembelajaran akselerasi berdasarkan metode *Hanifida* memungkinkan siswa untuk menghafal *Asmaul Husna* lebih efisien sekaligus meningkatkan

keterlibatan mereka dalam proses pembelajaran. Program ini juga meningkatkan kelancaran hafalan, penguasaan metode *Hanifida*, disiplin belajar, motivasi, perkembangan spiritual, dan kepercayaan diri. Strategi pengajaran yang efektif, fasilitasi guru yang aktif, dan fasilitas pembelajaran yang memadai mendukung keberhasilan implementasinya. Namun, keterbatasan waktu pembelajaran, kompleksitas menghafal banyak atribut Asmaul Husna, dan kurangnya dukungan orang tua tetap menjadi tantangan utama. Studi ini menyimpulkan bahwa pembelajaran akselerasi melalui metode *Hanifida* merupakan pendekatan pedagogis yang efektif untuk meningkatkan minat dan prestasi siswa dalam menghafal Asmaul Husna. Temuan ini memiliki implikasi praktis untuk meningkatkan pengajaran agama Islam dan berkontribusi pada semakin banyaknya pengetahuan tentang strategi menghafal inovatif.

Kata Kunci: *Accelerated Learning*, Menghafal Asmaul Husna, Metode Hanifida.

Introduction

In the current digital era, the Islamic education sector needs to innovate to avoid being eroded by time. In addition to using methods for memorizing *Asmaul Husna*, they should not rely solely on conventional methods; they must also adopt adaptive methods suited to current conditions.¹ Memorizing *Asmaul Husna* is a profound spiritual step toward knowing Allah SWT more closely, not just a process of memorizing the text. Given the importance of *Asmaul Husna* in daily life, it is necessary to provide training and instruction on how to memorize it and quickly understand its meaning.² One of the main ways to memorize quickly is by choosing the right method, including when memorizing the *Asmaul Husna*.³

When compared to Indonesia and Malaysia. Other neighboring countries, such as Thailand, where the majority of the population is not Muslim, still have very few people who practice this habit and have little use of memorization methods.⁴ At Bamroongsasna School in Thailand, students were given an *Asmaul Husna* reading habituation program. However, many of them have difficulty memorizing because of their similar characteristics and sheer number. During habituation, they appear lazy and unexcited. Therefore, the school implements a fast memorization method based on

¹Rofiatul Hosna et al., "Development of Artificial Intelligence-Based Akidah Akhlak Teaching Materials for Islamic Senior High Schools in Indonesia," *Nazruna: Jurnal Pendidikan Islam* 9, no. 1 (2026): 207–26, <https://doi.org/https://doi.org/10.31538/nzh.v9i1.355>.

²Isnani Wijayanti, "Korelasi Antara Pembiasaan Membaca Asmaul Husna Dengan Kecerdasan Emosional Siswa Kelas XI SMA Yasmida Ambarawa," *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam* 2, no. 1 (2022): 267–76.

³Khoiratul Idawati et al., "The Implementation of the Tilawati Method in Learning Qur'an at Madrasah Aliyah," *Jurnal Iqra': Kajian Ilmu Pendidikan* 3, no. 1 (2024): 46–478, <https://doi.org/https://doi.org/10.25217/ji.v9i2.5756>.

⁴Sofia Monica et al., "Analisis Perbandingan Pendidikan Agama Islam Di Indonesia Dan Thailand : Studi Faktor-Faktor Penghambat Penyebaran Islam Di Thailand," *LPPM Universitas Putera Batam: Prosiding Seminar Nasional Ilmu Sosial & Teknologi (SNISTEK)* 6, 2024, 158–63.

accelerated learning and the *Hanifida* method, so that students become more active and enthusiastic, memorize more quickly, and can interpret the meaning of *Asmaul Husna*.

Several recent studies have revealed that accelerated learning involves limb gestures (kinesthetics), which make the learning process livelier, more fun, and less boring, helping students absorb the information conveyed by the presenter more quickly.⁵ Then the use of visuals will be easily recorded by the human brain.⁶ In addition, EEG research shows that visual responses activate up to 80% of the brain. The stronger, funnier, and stranger the shadows, the more challenging the action will be, making us more memorable, and in the end, the memory will stick in the brain for a long time.⁷ In its application, the *Hanifida* method has precise skills for fast memorization, consisting of a story system, number formulas, sentences, a location system, and a substitute system.⁸ The *Hanifida* method uses sentences that are easy to understand for all circles. Students who have learned this method have experienced improvements in memory, active involvement in class, and a good, exemplary attitude as a result of understanding the meaning of *Asmaul Husna*.⁹

These findings show that the accelerated learning model using the *Hanifida* method has a real impact on students' memorization speed, understanding of meaning, and character improvement. In addition, the accelerated learning model using the *Hanifida* method is also in accordance with learning in the era of society 5.0. The application of this method has similarities to the real conditions at Bamroongsasna School. Based on observations, students there have been distracted by digitization, which is full of visualizations and sound, so they are less interested in conventional,

⁵Xinjian Su, "Embodied Effect on Memory Performance," *The International Conference on Interdisciplinary Humanities and Communication Studies* 0 (2023): 23–28, <https://doi.org/10.54254/2753-7048/7/20220685>.

⁶Li-yun Chang et al., "The Effect of Visual Mnemonics and the Presentation of Character Pairs on Learning Visually Similar Characters for Learners," *Frontiers in Psychology* 13, no. May (2022): 783898, <https://doi.org/10.3389/fpsyg.2022.783898>.

⁷Khoirotul Idawati and Hanifudin, *Al-Asma al-Husna Menghafal Asma, Arti, Nomor, Maju, Mundur, & Acak (Cara Belajar Cepat Abad 21 Metode Hanifida Brain Based Learning)*, Cetakan XX (La Raiba Hanifida Training Center, 2021).

⁸Afifa Fauziyah Salsabila et al., "Pembiasaan Membaca Asmaul Husna Menggunakan Metode Hanifida Dalam Pembentukan Karakter Religius Siswa Kelas 4 DTA Madrasah Al-Burhan Bandung," *Bandung Conference Series: Islamic Education* 2, no. 2 (2022): 245–50, <https://doi.org/https://doi.org/10.29313/bcsied.v2i2.3139>.

⁹Muthmainnah Muthmainnah et al., "Implementation of the Hanifida Method as a Technique for Memorizing Asmaul Husana at the At-Taqwa Al-Qur ' an Education Park (TPA), Pulau Harapan Village, Sembawa," *Adlonah : Jurnal Pendidikan Dan Pengasuhan Anak Usia Dini* 6, no. 1 (2025): 30–40, <https://doi.org/https://doi.org/10.47453/hadlonah.v6i1.3127>.

monotonous memorization methods and tend to ignore the text and switch to something that interests them.¹⁰

This learning model and method will also have a long-term impact on students' lives and can serve as an alternative solution to advancing education in Thailand. When faced with this problem, the accelerated learning realized in the *Hanifida* method can be a real solution, because the method is designed to actively involve students,¹¹ namely through a multisensory approach, a pleasant learning atmosphere, and positive emotional involvement.¹² Given the existing reality, this research is relevant to carry out because it complements previous research and can serve as a reference for further research. The purpose of this study is to examine the application, impact, and the supporting and inhibiting factors in implementing accelerated learning for memorizing *Asmaul Husna* using the *Hanifida* Method.

Method

This research uses qualitative methods, with a phenomenological approach, to gain an in-depth understanding of experiences, events, and conditions, and to explore personal perceptions of specific objects or events.¹³ This research was conducted at Bamrongsasna School in Hat Yai District, Songkhla Province, Southern Thailand (on the border with Malaysia). Given the region's conditions, it is easier for researchers to conduct research, as the school also uses Malay, which is similar to Indonesian. Meanwhile, the study subjects are 30 grade XI students, and the research was conducted from June to September 2025.

Data collection is conducted through observation, interviews, and documentation. The things observed in this study include students' involvement and comfort in learning, speed in memorizing the *Asmaul Husna* material, ability to master the *Hanifida* method, accuracy and fluency in memorization, and students' discipline.

¹⁰Pooja Ganesan et al., "Comparing Rote Memorization and Contextual Learning in Vocabulary Acquisition among Upper Primary ESL Students," *Jurnal Internasional Penelitian Akademik Dalam Pendidikan Dan Pembangunan Progresif* 14, no. 2 (2025): 489–502, <https://doi.org/10.6007/IJARPED/v14-i2/25165>.

¹¹Neviyarni S. Mharchelya, "The Effectiveness Of The Accelerated Learning Model In Increasing Student Learning Motivation," *Psychology, Counseling And Education* 2, no. 1 (2024): 41–51, <https://doi.org/https://doi.org/10.58355/psy.v2i1.19>.

¹²Zaid Zainal et al., "Penerapan Pendekatan Accelerated Learning Untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas V SD Negeri 1 Tonronge Kabupaten Sidrap," *J-HEST Journal of Health Education Economics Science and Technology* 4, no. 2 (2022): 130–35, <https://doi.org/10.36339/jhest.v4i2.8>.

¹³Helaluddin, "Mengenal Lebih Dekat Dengan Pendekatan Fenomenologi: Sebuah Penelitian Kualitatif," *Journal for This Publication at: <https://www.researchgate.net/publication/323600431>*, 2018.

The researcher conducted interviews with several resource persons, including the wife of the Bamroongsasna School caregiver, the accompanying teacher for the activity, and several students. Documentation is done by collecting photos, recordings, and videos of activities. The researcher also used the *Hanifida* method teaching book to understand its application in the school.¹⁴

Data is processed by collecting information in the field, converting recordings into written form (transcription), and safely managing data archives.¹⁵ Then the data were analyzed using Miles and Huberman's theoretical analysis techniques, namely data condensation, data presentation, and conclusion drawing.¹⁶ The stages of data condensation are sharpening, classifying, discarding less relevant information, and organizing the data to draw and verify conclusions. After the data is condensed and presented, a conclusion can be drawn.¹⁷ The techniques used to test the validity of the data include extending the researcher's involvement, diligence in making observations, triangulation, peer examination through discussion, adequacy of reference materials, negative case analysis, member check, detailed descriptions, dependency audits, and certainty audits. In this study, the chosen method to ensure data validity is triangulation.

Results and Discussion

Results

This study shows that implementing accelerated learning for memorizing *Asmaul Husna* using the *Hanifida* method among grade XI students at Bamroongsasna School, Thailand, has a real impact on students' memorization speed. Some important aspects observed include student involvement and comfort, speed in memorizing *Asmaul Husna* material, ability to master the *Hanifida* method's techniques, accuracy and fluency of memorization, and discipline in learning. In addition, there is also an impact of the implementation of the learning. In this study, it was also found that supporting and inhibiting factors for the implementation of accelerated learning in memorizing *Asmaul Husna* using the *Hanifida* method. This research is important for the sustainability of education for Bamroongsasna School students in the future.

¹⁴ Idawati et al., "The Implementation of the Tilawati Method in Learning Qur'an at Madrasah Aliyah."

¹⁵ Sugiyono, *Penelitian Kuantitatif, Kualitatif, Dan R & D* (Alfabeta, 2024).

¹⁶ Hayatunnisa Hayatunnisa et al., "Persepsi Guru Pendidikan Agama Islam Tentang Praktik Moderasi Beragama Di Sekolah Menengah Pertama," *Itektual: Jurnal Pendidikan Dan Studi Keislaman* 16, no. 1 (2026): 23–44, <https://doi.org/10.33367/ji.v16i1.8863>.

¹⁷ Matthew B. Miles et al., *Qualitative Data Analysis*, 3rd ed. (Sage Publication, 2014).

Implementing Accelerated Learning in Memorizing Asmaul Husna

The implementation process is carried out through the planning, implementation, and evaluation stages. At the planning stage, the school representative, namely Ustazah Suraya, the caregiver's wife at Bamroongsasna School, together with the presenter, discussed the implementation of this program. He said, "*We see that in Islamic schools in Thailand, there are still few who apply the habit of Asmaul Husna to their students. Here, we have indeed developed a little habit of reading Asmaul Husna, though not every day, so it is still far from effective. We heard that there is a good method in Indonesia, so we decided to work together in training a good and fast way of memorization for students.*"¹⁸

The application of accelerated learning using the *Hanifida* method is carried out by introducing many demos and theory, then memorizing precise moves in the form of a number system, a story system, a substitute system, a location/loci system, and a sentence system. In the number system, there are two formula systems: primary and secondary. The primary number system consists of the numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. Secondary numbers are numbers that consist of two or more letters, such as 10, 11, 12, and so on. Students are required first to know and memorize the basic formula of the *Hanifida* method. Then the story system must have action and have unique, strange, and funny elements so that it is easy for students to imagine and remember.¹⁹

Table 2. Recapitulation of Students' Development Levels

No.	Aspects	Before Implementation	After Implementation	Rate of Changes
1.	Involvement and Comfort of Student Learning	43,3%	96,7%	53,4%
2.	Speed in Memorizing <i>Asmaul Husna</i> Material	53,3%	86,7%	33,4%
3.	The Ability to Master the <i>Hanifida</i> Method	6,7%	90%	83,3%
4.	The Accuracy and Fluency of Memorization	40%	83,3%	43,3%
5.	Discipline in Learning	50%	93,3%	43,3%

The story is assembled into sentences such as: 01 DT the object is a DoT, the Asma is *al-Rahman*, the meaning is a *Yang Maha Pengasih* (The Most Gracious), with the story: *Pak Rahman berjiwa Pengasih, Dia suka Kasih DoT Putrinya* (Mr. Rahman

¹⁸“Wawancara Dengan Ustadzah Suraya Selaku Istri Dari Pengasuh Bamroongsasna School, 29 Juni 2025,” n.d.

¹⁹Iswati et al., “Pelatihan Menghafal Al-Qur’an Dengan Metode Ritme Otak Kanan Bagi Santri Pondok Pesantren Muhammadiyah Darul Hikmah,” *Bulletin of Community Engagement* 1, no. 1 (2021).

has a gracious soul, he loves giving to his daughter). This is then recited using hand movements accompanied by a rhythm. A companion teacher stated, *"The use of this story system can stimulate children's imagination, and the use of movements can make it easier for students to memorize."*²⁰ When memorizing and encountering difficult words, a substitution system can be used to replace them. For example, Asma al-Khabīr is depicted as a blue cockroach to help students remember.²¹ Then, the location/loci system is also used in the *Hanifida* method. The locations used in the hanifida method are the body parts, such as the eyes, nose, and hands. This location makes it easier for students to memorize because everything is neatly arranged.²² In addition, *the sentence system* is used because it is an advanced version of the location system and includes keywords. The sentence system is shown in Figure 1.



Figure 1. Asmaul Husna Keyword Stories
Source: *Asmaul Husna's Teaching Material Book*

This system is useful and improves students' ability to remember sentences described through imaginative stories, which are the core of the sentence.²³ Furthermore, in the *implementation activities*, important aspects are a reference for assessing student success. First, in terms of student involvement and comfort, students are actively involved, use their full potential, appear comfortable, do not complain much, and follow each stage of learning well. Second, the memorization process uses a set time to measure memorization speed. The accompanying teacher said, *"The average student can memorize 2 Asmaul Husna in 10 minutes, complete with numbers, letter*

²⁰Wawancara Dengan Ustadzah Susan Selaku Guru Yang Ikut Mendampingi Pembelajaran Asmaul Husna, 17 Juni 2025, Pukul 13.00., n.d.

²¹Khoirotul Idawati and Hanifudin, *Al-Asma al-Husna : Menghafal Nama, Arti Dan Nomor Urut (Cara Belajar Cepat Abad 21 Metode Hanifida Braind Based Learning Model Konstruktivisme)* (CV Percetakan Fajar, 2015).

²²Boby de Porter and Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan* (Pn. Kaifa, 2000).

²³Idawati and Hanifudin, *Al-Asma al-Husna : Menghafal Nama, Arti Dan Nomor Urut (Cara Belajar Cepat Abad 21 Metode Hanifida Braind Based Learning Model Konstruktivisme)*.

codes, objects, Asmaul Husna, stories, and meanings. Students also practice in pairs before appearing in the future."²⁴ The results can be classified into good categories; some students even need only 5 minutes to memorize 2 *Asmaul Husna* in complete order, from numbers to stories.

Furthermore, the third aspect is the ability to master the *Hanifida* method. In this aspect, students have been able to understand the associations of images. The use of bright colors (red, blue), unique images, and image mapping makes it easier for students to memorize them. The accompanying teacher added "*by combining hand movements, rhythm, numbers, keyword stories and pictures, the left and right brains of Shiva experience increased work, if this continues to be honed, then the performance of both sides of the student's brain becomes balanced*".²⁵ Fourth, accuracy and smoothness of memorization. Previously, only a few of the students had memorized *Asmaul Husna*. As expressed by the school's caregiver's wife, "*there are only a few students who have memorized, they only hear what is memorized, many of them do not understand the meaning/meaning of Asmaul Husna*".²⁶ After this implementation, *Asmaul Husna*'s pronunciation accuracy increased, and many of them are fluent in reciting it.

Fifth, the aspect of discipline in learning. In this regard, many students follow the learning in an orderly and obedient manner. Previously, it was quite difficult to direct students to adopt this habit. However, after learning this method, students become more disciplined and follow each stage very well. Similar to the accompanying teacher's opinion: "*They are not busy with their own affairs, they follow each stage obediently and do not complain.*"²⁷ After accelerated learning using the *Hanifida* method is implemented, the next stage is the evaluation. Once students have mastered the method and successfully memorized *Asmaul Husna*, they are tested with forward, backward, or random tests. After that, students practice in front of the class to build their confidence and activity. When there is a mistake, students are asked to repeat their memorization with their peers until it finally becomes smooth.

²⁴Wawancara Dengan Ustadzah Susan Selaku Guru Yang Ikut Mendampingi Pembelajaran Asmal Husna , 17 Juni 2025, Pukul 13.00.

²⁵Wawancara Dengan Ustadzah Susan Selaku Guru Yang Ikut Mendampingi Pembelajaran Asmal Husna , 17 Juni 2025, Pukul 13.00.

²⁶“Wawancara Dengan Ustadzah Suraya Selaku Istri Dari Pengasuh Bamroongsasna School, 29 Juni 2025.”

²⁷Wawancara Dengan Ustadzah Susan Selaku Guru Yang Ikut Mendampingi Pembelajaran Asmal Husna , 17 Juni 2025, Pukul 13.00.

The Impact of Accelerated Learning using the Hanifida Method

The implementation of accelerated learning using the *Hanifida* method has a very real impact on students. Based on the study results, 29 of 30 students (96.7%) were in the very good category for involvement and comfort during the method's implementation. The accompanying teacher's statement supports this: "*Thanks to their colorful learning, they finally become focused and follow each stage well.*"²⁸ For the memorization speed category, 26 out of 30 students (86.7%) met the standard, as reported by the caregiver's wife at Bamroongsasna School: "In a short time, they can memorize; their articulation is also good."²⁹ Then, 27 out of 30 students (90%) have successfully mastered the *Hanifida* method. Furthermore, regarding memorization accuracy and fluency, 25 of 30 students (83.3%) were in the very good category. Meanwhile, regarding discipline in learning, 28 of 30 students (93.3%) showed a significant increase. The data is shown in Table 2.

Table 2. Recapitulation of Students' Development Levels				
No.	Aspects	Before Implementation	After Implementation	Rate of Changes
1.	Involvement and Comfort of Student Learning	43,3%	96,7%	53,4%
2.	Speed in Memorizing Asmaul Husna Material	53,3%	86,7%	33,4%
3.	The Ability to Master the Hanifida Method Technique	6,7%	90%	83,3%
4.	The Accuracy and Fluency of Memorization	40%	83,3%	43.3%
5.	Discipline in Learning	50%	93,3%	43,3%

Table 2 shows that the implementation effectively improves students' cognitive abilities in practice. In addition, this learning positively impacts students, making them more motivated, disciplined, confident, and spiritually grounded. Of course, the use of accelerated learning to memorize the *Asmaul Husna* using the *Hanifida* method can have a long-term impact on the sustainability of students' education. This method is not only used to memorize *Asmaul Husna* but also to memorize the Qur'an and Classical Islamic Texts (*Kitab Kuning*).

²⁸Wawancara Dengan Ustadzah Susan Selaku Guru Yang Ikut Mendampingi Pembelajaran Asmal Husna , 17 Juni 2025, Pukul 13.00.

²⁹“Wawancara Dengan Ustadzah Suraya Selaku Istri Dari Pengasuh Bamroongsasna School, 17 Juni 2025, Pukul 10.00,” n.d.

Supporting and Inhibiting Factors in Accelerated Learning Implementation

The findings of this study show that several factors support and inhibit the implementation of accelerated learning in celebrating *Asmaul Husna* using the *Hanifida* method. The things that support these are, first, a perfectionist learning strategy. The accompanying teacher revealed this during the activity: *"The Hanifida method pays attention to details, the preparation is systematic and measured so that it is comfortable to see and practice."*³⁰ Second, support from agencies and teachers. During the observation, the school caregivers were very enthusiastic and strongly supported the implementation of accelerated learning using the *Hanifida* method. Teachers always accompany, supervise, motivate, and support students' memorization. Third, adequate learning facilities. By providing facilities that create a decent, comfortable, and cool learning environment, students are more focused and enthusiastic about learning.

However, several factors pose obstacles, including the very limited time available for rapid memorization using the *Hanifida* method. The accompanying teacher said, *"Because the presenter comes from Indonesia, the school will conduct the final exam, so the time used is very minimal, so learning using this method is less efficient."*³¹ Thus, the dense school schedule and long distance make it difficult to find time to learn this method. Second, *Asmaul Husna* has numerous characteristics. This makes some students have difficulty in grasping the material explained by the presenter. The obstacle is similar to what students express: *"There are some friends who have difficulty memorizing because they are not very fluent in Malay or Indonesian."*³² Another student added, *"Some of us have difficulty memorizing, because they are not used to it."*

Therefore, teachers and speakers need to pay special attention to continue providing guidance and repetition to students who are experiencing difficulties. Third, low parental support. Many parents are busy with work, so the learning support for their children is very limited. As a result, when at school, students are less enthusiastic and find it difficult to learn due to a lack of affection and parental support at home. Based on these factors, teachers need to collaborate more closely with parents to achieve learning goals optimally.

³⁰Wawancara Dengan Ustadzah Susan Selaku Guru Yang Ikut Mendampingi Pembelajaran Asmaul Husna, 17 Juni 2025, Pukul 13.00.

³¹Wawancara Dengan Ustadzah Susan Selaku Guru Yang Ikut Mendampingi Pembelajaran Asmaul Husna, 17 Juni 2025, Pukul 13.00.

³²Wawancara Dengan Suraya Selaku Siswa Yang Ikut Pembelajaran Asmaul Husna, 17 Juni 2025, Pukul 13.45., n.d.

Discussion

Accelerated Learning in Memorizing Asmaul Husna using the Hanifida Method

This study shows that implementing accelerated learning to memorize the *Asmaul Husna* using the *Hanifida* method is effective and positively affects students' memorization. The variability in understanding described in the first point of the research results stems from the fundamental understanding that defines accelerated learning as a 21st-century learning model, one dedicated to accelerating and deepening learning.³³ At the implementation stage, students are encouraged to explore the system, which is a good skill for memorization, using the *Hanifida* method, which includes a number system, a story system, a location/loci system, a substitute system, and a sentence system. But before entering core learning, several demos are given to students to activate their brain performance. When the brain is active, it is ready to receive various study materials.³⁴

As for the core stage, namely racing on the main indicators of this learning, first, student involvement and comfort with learning. The application of the accelerated learning model in memorizing *Asmaul Husna* using the *Hanifida* method makes students more active, excited, and less bored. Learning can take place faster and more effectively if the learning atmosphere is made relaxing, fun, and emotionally supportive.³⁵ Second, the speed of memorizing *Asmaul Husna's* material. Students' memorization speed has increased after learning the *Hanifida* method. The process of memorizing here involves movement, visualization, and rhythm, making it easy for them to memorize the material. For memorization to be fast, proper handling is needed, so it is easy to memorize and not quickly forgotten.³⁶ After the material is reviewed, students repeat it with their close friends. Mayer stated that the verbal process involves repetition to absorb new information and integrate it with prior knowledge, thereby strengthening memory.³⁷

³³Erizon, "Analisis Pengaruh Pendekatan Accelerated Learning Terhadap Prestasi Belajar Siswa Program Studi Pendidikan Agama Islam," *Jurnal Edu Research: Indonesian Institute For Corporate Learning And Studies (IICLS)* 4, no. 4 (2024): 250–59, <https://doi.org/https://doi.org/10.47827/jer.v4i4.242>.

³⁴Hanni Maghfuroh, "Implementasi Program Menghafal Al-Qur'an Dengan Metode Hanifida Di SMP Islam Adiluwih Kecamatan Adiluwih Kabupaten Pringsewu Lampung" (Institut Agama Islam Negeri Raden Intan Lampung, 2017).

³⁵Georgi Lezanof, *Suggestology and Outlines of Suggestopedy* (Gordon and Breach Science Publishers, 1978).

³⁶Yuni Setia Ningsih et al., "Accelerated Learning: Antara Idealitas Dan Realitas," *SINTHOP: Media Kajian Pendidikan, Agama, Sosial Dan Budaya* 2, no. 1 (2023): 50–59, <https://doi.org/10.22373/sinthop.v2i1.2931>.

³⁷Mayer Rishard E., "Rote Versus Meaningful Learning," *Theory Into Practice* 41, no. 4 (2002): 226–32.

Third, the students' ability to master the *Hanifida* method is good. Those who previously didn't understand anything now find a method that suits their needs. Based on the research results, they have understood the five systems taught. Puses bright colors such as red, blue, purple, green, and yellow; there are unique images, and image mapping also affects student memorization. The goal is clear: to provide the right stimulation so that all brain potential is honed in a balanced manner, with no single part dominating, thereby making the memorization process more effective.³⁸

Fourth, accuracy and smoothness of memorization. Before learning the *Hanifida* method, few students memorized the meanings of *Asmaul Husna*. Their pronunciation is also not accurate. However, after this session, their pronunciation accuracy and fluency improved. Pronunciation accuracy is considered good if the letter quality, letter properties, and reading law are correct. Students can be considered fluent when reading *Asmaul Husna*: there are no long pauses, minimal forgetting, and a consistent rhythm.³⁹ Fifth is discipline in learning. Observations have found that students' learning has shown a disciplined attitude. They follow the activities obediently, are not engrossed in their own affairs, and focus on the material. As shown by research in the year, discipline can be seen in students' behavior, timing, and the processes they undergo.⁴⁰

Through this implementation activity, the evaluation stage is reached, where students participate in learning activities very well. When students have mastered all the material, they take a memorization test together before finally appearing before many people. Students are also required to continue memorizing with their close friends. This is done to determine the extent of students' competence. This evaluation is conducted in stages to ensure that memorization not only enters short-term memory but is also firmly embedded in the student's long-term memory.

³⁸ Kusnul Fadlilah and Sugiyar, "Implementasi Metode Hanifida Dalam Meningkatkan Hafalan Al-Qur'an Santri Pondok Pesantren Supercamp La Raiba Hanifida Jombang," *Excelencia: Journal of Islamic Education & Management* 2, no. 2 (2022): 87–98, <https://doi.org/https://doi.org/10.21154/excelencia.v2i02.908>.

³⁹ Ahmad Fahrudin Hanif, "Analisis Kemampuan Membaca Al-Qur'an Dengan Makhorijul Huruf Dan Ilmu Tajwid Pada Kelas VII Di MTs Negeri 1 Malang" (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2023).

⁴⁰ Akhmad Sahrandi, "Implementasi Kurikulum Cinta Dalam Pembelajaran Bahasa Arab Madrasah," *AL YASINI: Jurnal Keislaman, Sosial, Hukum Dan Pendidikan* 09, no. 36 (2024): 306–15, <https://doi.org/http://doi.org/10.55102.alyasini.v9i2>.

The Impact of Accelerated Learning using the Hanifida Method

The implementation of accelerated learning through the *Hanifida* method for memorizing *Asmaul Husna* has a significant impact on involvement and comfort in learning, the speed of memorization, the ability to master the *Hanifida* method, the accuracy and fluency of memorization, and discipline in learning. This is strengthened by improvements in students' ability to memorize forward, backward, and at random. In addition, this learning made students enthusiastic about memorizing *Asmaul Husna*, thereby impacting their daily lives. Mastery of the system described above, as well as the use of audio, visual, and movement, is the basis for this success. The practice process, carried out consistently and continuously, provides intensive learning stimulation for students in reading *Asmaul Husna*. As a result, there is a very noticeable improvement in reading skills compared to the period before the *Hanifida* method was applied. This finding aligns with research that shows that positive habits and intensive learning influence the quality of student learning.⁴¹

Another finding was the increase in students' religious character. Memorizing the *Asmaul Husna*, accompanied by understanding their meanings, will soften the heart of the one who memorizes them. Where religious values enter the realm of the unconscious, they do so pleasantly, not as a physical or mental burden, thereby triggering a natural sense of love (*mahabbah*) for the Creator.⁴² When students realize they can master difficult religious material in a short period of time, their confidence immediately increases. This success motivates them to become more pious and more active in religious activities, without the need for coercion. Thus, the *Hanifida* method shifts the paradigm of religious education from an initial focus on purely cognitive pressure to a learning process rooted in empathy and compassion. This makes the religious character embedded in students stronger and more lasting.

Supporting and Inhibiting Factors in the Accelerated Learning

The success of implementing accelerated learning in memorizing *Asmaul Husna* using the *Hanifida* method is influenced by several supporting factors. *First*, a perfectionist learning strategy. Perfectionism here does not mean that teachers apply rigid psychological pressure or demand that children without gaps (which actually

⁴¹Fadlilah and Sugiyar, "Implementasi Metode Hanifida Dalam Meningkatkan Hafalan Al-Qur'an Santri Pondok Pesantren Supercamp La Raiba Hanifida Jombang."

⁴²Tsaqifa Qoniatuz Zahro et al., "Pembiasaan Tilawah Harian Sebagai Strategi Peningkatan Kelancaran Membaca Al- Qur ' an Siswa Madrasah Tsanawiyah," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 16, no. 1 (2026): 69–82, <https://doi.org/10.33367/ji.v16i1.8519>.

triggers stress). Rather, this perfectionist nature lies in its world system.⁴³ The *Hanifida* method designed a learning system that was so neat by applying precise accuracy standards, a regular visual structure, and measurable time. *Second*, support from agencies and teachers. This support radiates during the learning process. School caregivers are very enthusiastic and strongly support the implementation of accelerated learning. The presence of teachers who always accompany, supervise, motivate, and support the development of memorization will foster a sense of security in students. This attentive and supportive approach makes students feel valued in every learning process.⁴⁴

Furthermore, the third factor is adequate learning facilities. To optimize learning outcomes, the agency provides infrastructure, including proper classrooms, LCD projectors, sound systems, and air conditioning, so that students feel comfortable and cool. This is similar to research showing that a representative facility increases students' focus and motivation to learn in the classroom. Adequate facilities do not always have to be luxurious; they must function properly, safely, and cleanly, and facilitate the various learning methods used, so that the learning process will be optimal.⁴⁵

Nevertheless, implementing the *Hanifida* method as a form of accelerated learning to memorize the *Asmaul Husna* is not without its obstacles. *First*, the time required to implement fast learning to memorize using the *Hanifida* method is very minimal. Time constraints arise from the speaker's distance and the final exam's schedule. This very narrow time allocation ultimately reduces the efficiency of implementing these learning methods.⁴⁶ *Second*, *Asmaul Husna* has numerous characteristics. This makes some students have difficulty in grasping the material explained by the presenter. Another obstacle is the limited number of students in Malay or Indonesian. Given that children's memory capacity varies, teachers and presenters need to pay closer attention, providing intensive guidance and repeated practice for those who are left behind.

⁴³Hirmar Waki Omnihara Siregar, "Pengaruh Perfeksionisme Terhadap Prokrastinasi Akademik Dengan Fear of Failure Sebagai Mediasi Pada Mahasiswa Yang Menyusun Skripsi" (Universitas Wilayah Medan, 2024).

⁴⁴Yusi Fafrina, "Kompetensi Guru Tahfizh Dala, Meningkatkan Kemampuan Menghafal Guru al-Qur'an Siswa Di SDI Zubair Bin Awwam Depok," *Journal of Sciencetech Researchand Development* 7, no. 2 (2025): 247–65, <https://doi.org/https://doi.org/10.56670/jsrd.v7i2.1240>.

⁴⁵Misbahul Husna et al., "Hubungan Antara Fasilitas Dan Lingkungan Fisik Sekolah Terhadap Motivasi Belajar Siswa," *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)* 6, no. 2 (2025): 302–12, <https://doi.org/https://doi.org/10.54371/ainj.v6i2.851>.

⁴⁶Entin Martini, "Penerapan Strategi Pembelajaran Inquiri Untuk Mengatasi Keterbatasan Alokasi Waktu Belajar PAI Siswa Kelas VIII SMP Islam Parung" (Unusia, 2025).

Third, lack of support from the family environment. Parents' busy schedules lead to a lack of learning support at home. As a result, children lose their affectionate figures, which then leads to learning difficulties and difficulty understanding the material at school. Therefore, synergy between teachers and parents is essential to overcome these obstacles.⁴⁷ The implementation of this learning has a very significant impact on the student learning process. This learning makes a new contribution to the field of Islamic education by demonstrating that the *Hanifida* method can provide an active, dynamic, and fun learning environment. This approach does not rely solely on verbal memorization but also guides students to understand the deepest meanings and actualize them in daily life. In addition, these findings can serve as a reference point, complementing previous research.

Conclusion

Based on the results and discussion, it can be concluded that implementing accelerated learning to memorize the *Asmaul Husna* using the *Hanifida* method among high school students in Thailand has been successful. The improvement can be seen in the involvement and comfort of learning, the speed at which students memorize the *Asmaul Husna* material, the ability to master the *Hanifida* method, the accuracy and fluency of memorization, and discipline in learning. This learning has a positive impact on students, making them more motivated, disciplined, confident, and spiritually grounded. This is due to teacher support, perfectionist methods, and the completeness of the facilities. The study's findings show that several obstacles hinder the implementation of this learning, including insufficient time allocation, the large number of *Asmaul Husna*, and a lack of parental support for their children.

Although this study provides new insights into accelerated learning, it has limitations: the sample size is only 30 students from one school, so the results cannot be directly generalized to all schools in the region. The second is that this study does not control for students' families' socio-economic background, which most likely also affects the effectiveness of learning the *Hanifida* method at home. Therefore, future research is suggested to expand the sample's geographic reach and the socio-economic backgrounds of students' families to obtain more inclusive data.

⁴⁷Devind Camelia Rossa and Rofiatul Hosna, *Penguatan Karakter Disiplin Melalui Program Amaliah Ubudiah Di Madrasah Aliyah*, 14, no. 3 (2024): 419–32, <https://doi.org/10.33367/ji.v14i3.6366>.

Highlighting the various discoveries requires in-depth cooperation from teachers and parents. On the other hand, schools need to consider the sustainability of accelerated learning implementation using the *Hanifida* method so that the results obtained can be maximized and applied to all students in the school area. Of course, with this program's follow-up, it can support the sustainability of student education, which is not only oriented towards *Asmaul Husna* but also applicable to other areas of learning, such as the Qur'an and *Kitab Kuning*. The results of this research are also expected to strengthen the development of accelerated learning-based methods for memorizing *Asmaul Husna*, using *Hanifida* or other methods, for future researchers.

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