



THE RELATIONSHIP BETWEEN REPETITION FREQUENCY AND MEMORIZATION SUCCESS IN KINDERGARTEN CHILDREN

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Abstract: This research is motivated by the challenges of distance education by implementing online learning using technology such as Zoom. The main challenge is the focus of early childhood, which is only about 15 minutes, making the delivery of memorization material troublesome. The main objective of this study is to determine and analyze the application of the repetition teaching strategy, on the success of memorizing memorized verses in Kindergarten (TK) children. The method used is Classroom Action Research (CAR) with 7 students as subjects at Amazing Grace Kindergarten, implemented for 9 weeks (July-September). Data collection was carried out through observation and oral tests, by varying the frequency of repetition of memorized verses (5 to 45 times). The results of the study showed a very strong positive correlation between the frequency of repetition and the success of memorization. Verses that were repeated 45 times achieved a 100% success rate, while verses that were repeated the least (5 times) resulted in the lowest success rate of 21.42%. The study concluded that the intensive repetition strategy is proven to be effective in improving memory and overcoming the limited focus of early childhood in the context of distance learning.

Keywords: Early Childhood; Memorization Success; Online Learning; Repetition Frequency

Abstrak: Penelitian ini dilatarbelakangi oleh tantangan pendidikan jarak jauh dengan menerapkan pembelajaran daring menggunakan teknologi seperti Zoom. Tantangan utamanya adalah fokus anak usia dini, yang hanya sekitar 15 menit, membuat penyampaian materi hafalan menjadi merepotkan. Tujuan utama dari penelitian ini adalah untuk menentukan dan menganalisis penerapan strategi pengajaran pengulangan, pada keberhasilan menghafal ayat-ayat yang dihafal pada anak-anak TK (TK). Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan 7 siswa sebagai mata kuliah di TK Amazing Grace, dilaksanakan selama 9 minggu (Juli-September). Pengumpulan data dilakukan melalui observasi dan tes lisan, dengan memvariasikan frekuensi pengulangan ayat yang dihafal (5 hingga 45 kali). Hasil penelitian menunjukkan korelasi positif yang sangat kuat antara frekuensi pengulangan dan keberhasilan hafalan. Ayat-ayat yang diulang 45 kali mencapai tingkat keberhasilan 100%, sedangkan ayat yang diulang paling sedikit (5 kali) menghasilkan tingkat keberhasilan terendah sebesar 21,42%. Penelitian ini menyimpulkan bahwa strategi pengulangan intensif terbukti efektif dalam meningkatkan daya ingat dan mengatasi terbatasnya fokus anak usia dini dalam konteks pembelajaran jarak jauh.

Kata kunci: anak usia dini, keberhasilan menghafal, pembelajaran online, frekuensi pengulangan.

INTRODUCTION

Early Childhood Education (ECE) is universally recognized as a crucial stage in the formation of a complete human being, often referred to as the "golden age" period, where almost all a child's potential experiences a sensitive period for rapid and powerful growth and development¹. These first years of life are very formative, both physically and mentally, and children have an

¹ Eva Bonita et al., "The Golden Age: Perkembangan Anak Usia Dini dan Implikasinya Terhadap Pendidikan Islam," *Tarbawiyah : Jurnal Ilmiah Pendidikan* 6, no. 2 (2022), <https://doi.org/10.32332/tarbawiyah.v6i2.5537>; Dyah Lintang Trenggonowati and Kulsum Kulsum, "ANALISIS FAKTOR OPTIMALISASI GOLDEN AGE ANAK USIA DINI STUDI KASUS DI KOTA CILEGON," *Journal Industrial Services* 4, no. 1 (2018), <https://doi.org/10.36055/jiss.v4i1.4088>.

"absorbent mind" that forms the foundation for later development ². Therefore, educational efforts during this period including the development of cognitive skills such as memorization—must be taken seriously to ensure that children are ready to enter further education ³. In a historical context, the emphasis on early education, especially repeated teaching, has been the foundation for genius, a tradition that began in the time of Moses.

One of the fundamental mechanisms in facilitating learning and strengthening memory in children is repetition ⁴. This concept is not a modern idea, but rather an ancient strategy explicitly mandated, which instructs that teachings should be conveyed "over and over again to your children" and spoken of "when you sit in your house, when you walk, when you lie down, and when you rise (Banikowski & Mehring, n.d.)." The verb used for "teach them over and over again" means "to sharpen" and in context means "to repeat," confirming that repetition is the fundamental emphasis of this teaching strategy ⁵. This principle of repetition, centered in the home, is believed to be the key to deeply instilling values and knowledge.

However, the implementation of early childhood education faces significant challenges in distance learning ⁶, which utilizes technologies such as Zoom ⁷. This change disrupts the old teaching paradigm and requires teachers and students to learn new patterns. The biggest challenge in online PAUD learning is the fact that young children only have a focus span of about 15 minutes ⁸, making material delivery (especially memorization) extremely cumbersome and ineffective if not presented with the right strategy. This limited focus creates a gap between the needs for effective teaching and the technical and psychological limitations of distance learning.

Given the importance of repetition as a historically effective teaching method and the pressing need for strategies ⁹ that work amidst the limited focus of online learning, this study aims to empirically test such strategies. Effectiveness findings, a strong correlation supporting the effectiveness of repetition is evident ¹⁰: the more frequently the material is repeated, the higher the percentage of successful memorization of students. Therefore, this study focuses on analyzing the relationship between the frequency of repetition of memorized verses and the level of successful memorization in kindergarten children in the context of distance learning ¹¹.

² Baker Haines and Kahn, *Optimal Developmental Outcomes*, n.d.

³ Judith Orion, *BiRTh to Six: A foUndaTion foR All ThaT Comes laTeR*, n.d.

⁴ Alison K Banikowski and Teresa A Mehring, *Strategies to Enhance Memory Based on Brain-Research*, n.d.; Sarah A. Stern and Cristina M. Alberini, "Mechanisms of Memory Enhancement," *WIREs Systems Biology and Medicine* 5, no. 1 (2013): 37–53, <https://doi.org/10.1002/wsbm.1196>.

⁵ Alison K Banikowski and Teresa A Mehring, *Strategies to Enhance Memory Based on Brain-Research*, n.d.

⁶ Andrisyah Andrisyah and Asih Nur Ismiatun, "The Impact of Distance Learning Implementation in Early Childhood Education Teacher Professional Competence," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2021): 1815–24, <https://doi.org/10.31004/obsesi.v5i2.1009>.

⁷ Muhdi et al., "The Implementation of Online Learning in Early Childhood Education During the Covid-19 Pandemic," *JPUD - Jurnal Pendidikan Usia Dini* 14, no. 2 (2020): 247–61, <https://doi.org/10.21009/JPUD.142.04>.

⁸ Neil A. Bradbury, "Attention Span during Lectures: 8 Seconds, 10 Minutes, or More?," *Advances in Physiology Education* 40, no. 4 (2016): 509–13, <https://doi.org/10.1152/advan.00109.2016>; Jinyoung Kim, "Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum," *International Journal of Early Childhood* 52, no. 2 (2020): 145–58, <https://doi.org/10.1007/s13158-020-00272-6>.

⁹ *Cultural Support for Schooling: Contrasts between Japan and the United States*, n.d.

¹⁰ Takumi Uchihara et al., "The Effects of Repetition on Incidental Vocabulary Learning: A Meta-Analysis of Correlational Studies," *Language Learning* 69, no. 3 (2019): 559–99, <https://doi.org/10.1111/lang.12343>.

¹¹ Husnul Hafidhoh et al., "The Effectiveness of the Movement Method in Enhancing Qur'an Memorization and Comprehension in Preschool Children: A Case Study at TK (Preschool) Al-Fatihah School," *Global Educational Research Review* 1, no. 3 (2024): 123–34, <https://doi.org/10.71380/GERR-10-2024-14>.



This study, which focuses on the application of repetition teaching strategies to early childhood during distance learning¹², has several significant novelties as well as noted limitations. The main novelty of this study lies in combining teaching strategies derived from ancient religious texts with modern pedagogical challenges, and quantitatively demonstrating their effectiveness¹³:

1. Application of Ancient Theological Principles to the Contemporary Education Crisis. This study explicitly takes the teaching strategy of repetition, namely the obligation to "teach it again and again"¹⁴ to children and applies it to address the challenges of distance education. Online Contextual Relevance: This study is unique because it attempts to maintain the face-to-face (virtual) teaching and learning process and teacher-student interaction during distance education, by utilizing technologies such as Zoom. The repetition strategy becomes a solution to overcome the main difficulty of early childhood who has a focus capacity of only 15 minutes in online sessions¹⁵.
2. Empirical Quantification of Repetition Frequency. The strongest novelty is this study's attempt to empirically measure and correlate the specific frequency of repetition with memorization success. Clear Evidence of Correlation: The results of the study show a very clear and measurable correlation: material repeated 45 times achieved a 100% success rate, while material repeated only 5 times produced the lowest success rate of 21.42%. This provides strong evidence in support of the repetition principle.

Research Gaps and Limitations. Although this study offers novelty, there are several limitations that could be gaps for further research: 1. Limited Scope of Classroom Action Research (CAR)¹⁶. This study uses the Classroom Action Research (CAR) method. Specificity of Location and Subjects: CAR aims to improve the quality of learning practices in one specific location and context. This study was conducted only at Amazing Grace Kindergarten with a very limited number of subjects, namely 7 students. This limitation makes the findings (for example, the correlation of 45 repetitions = 100% success) difficult to generalize (cannot be used as a universal reference) to other PAUDs that may have different demographic characteristics, resources, or backgrounds. Focus on Cognitive Outcomes (Memorization): Although Deuteronomy 6:4-9 has a broad purpose (loving God with all one's heart, soul, and strength; instilling the fear of the Lord), this study limits the problem only to the main material of "memorization verses". The gap lies in the lack of studies on the impact of such repetition strategies on the development of attitudes, spiritual character, or psychosocial aspects (as emphasized by educational philosophers such as Bowlby). 2. Technical and Time Limitations in the Online Context. Limitations directly acknowledged by the researchers that made the research process difficult include Technical Network Issues: Online learning was hampered by technical issues such as frequent internet errors and time constraints in the Zoom

¹² Mehmet Ali Çan and Çetin Toraman, "The Effect of Repetition- and Scenario-Based Repetition Strategies on Anatomy Course Achievement, Classroom Engagement and Online Learning Attitude," *BMC Medical Education* 22, no. 1 (2022): 491, <https://doi.org/10.1186/s12909-022-03564-8>.

¹³ Kaisa Viinikka et al., "Religious Education as a 21st Century Practice: A Quantitative Study of the Perceptions of In-Service and Pre-Service Teachers Concerning New Learning Skills," *Religion & Education* 49, no. 1 (2022): 1–22, <https://doi.org/10.1080/15507394.2021.2009304>.

¹⁴ Matthew J. Sigal and R. Philip Chalmers, "Play It Again: Teaching Statistics with Monte Carlo Simulation," *Journal of Statistics Education* 24, no. 3 (2016): 136–56, <https://doi.org/10.1080/10691898.2016.1246953>.

¹⁵ Miriam M. Lüken and Odile Sauzet, "Patterning Strategies in Early Childhood: A Mixed Methods Study Examining 3- to 5-Year-Old Children's Patterning Competencies," *Mathematical Thinking and Learning* 23, no. 1 (2021): 28–48, <https://doi.org/10.1080/10986065.2020.1719452>.

¹⁶ Nipaporn Kunlasomboon et al., "Research and Development of Classroom Action Research Process to Enhance School Learning," *Procedia - Social and Behavioral Sciences* 171 (January 2015): 1315–24, <https://doi.org/10.1016/j.sbspro.2015.01.248>.



application that caused sessions to be "interconnected and disconnected." This indicates the presence of external confounding factors (intervening variables) that could influence the effectiveness of the teaching strategy. Limited Time for Repetition: The authors noted that one of the weaknesses was "Lack of time for repetition." Although this strategy was effective, the overall time constraints in online sessions (where children's attention spans are also limited) remained a barrier to optimizing the number of repetitions that could be conducted.

Conclusion Gaps: This research opens opportunities for further research (generally using quantitative methods or broader case studies) to 1. Test the generalizability of the results (study across different schools/demographics). 2. Analyze the impact of repetition on non-cognitive aspects (attitudes/character/spiritual intelligence). 3. Compare the effectiveness of Deuteronomy 6:7 with other modern early childhood education strategies in an online environment.

METHOD

The type of research used in this study is Classroom Action Research (CAR) ¹⁷. CAR was chosen because it is a systematic study of efforts to improve the implementation of educational practices carried out by teachers in the classroom through self-reflection, which aims to improve and enhance the quality of learning practices. This approach ensures that the methods used are valid and accountable because they solve real problems that occur in direct interactions between teachers and students.

This classroom action research design was implemented in a cyclical manner, which generally includes four main steps: planning, action or implementation, observation, and reflection ¹⁸. These cycles were repeated (Cycle I, Cycle II, and so on) until the desired learning outcomes were achieved. The research was conducted over a 10-week period, from July to September.

The location of this research was carried out at Amazing Grace Kindergarten. The researcher chose this location because the researcher was teaching there, thus facilitating the process of continuous evaluation of the implementation of teaching strategies. The subjects of this research were all students at Amazing Grace Kindergarten, totaling 7 students, consisting of 3 male students and 4 female students. In the context of CAR, the presence of the researcher is part of the situation and conditions of the background being studied, where the researcher not only acts as an observer, but is also directly involved in the action process.

This study focuses on two main aspects: Frequency of Repetition as an action variable (representing the teaching strategy of Deuteronomy 6:4-9) and Success of Memorizing Memorized Verses as an outcome variable. Frequency of Repetition is measured operationally based on the total number of repetitions of memorized verses received by students during the 9-week assessment period. For example, Psalm 33:9 is repeated 45 times (9 weeks x 5 days). Memorizing Success is defined as the percentage value of students' learning success obtained from oral tests. The minimum completion criteria (KKM) for the subject of Christian Religious Education (PAK) used in schools is 70. Learning is considered successful if the maximum completion reaches 100% or at least 75% of the number of students obtain a score above or exactly on the KKM.

¹⁷ Tim Cain, "Teachers' Classroom-based Action Research," *International Journal of Research & Method in Education* 34, no. 1 (2011): 3–16, <https://doi.org/10.1080/1743727X.2011.552307>; D Wulandari et al., "Teachers' Perception on Classroom Action Research," *KnE Social Sciences* 3, no. 11 (2019): 313, <https://doi.org/10.18502/kss.v3i11.4015>.

¹⁸ C. Caro-Bruce and National Staff Development Council (U.S.), *Creating Equitable Classrooms Through Action Research* (SAGE Publications, 2007), https://books.google.co.id/books?id=-h_829ZAp7gC.



The research instruments used to collect data were observation and oral tests. Observations were conducted systematically to record student behavior and grades. Oral tests were chosen as the primary instrument because they align with the topic of the memorized verses and can directly assess students' abilities and knowledge levels. They can even help slow-thinking students by providing clarity to questions. These oral tests also allow teachers to provide on-the-fly assessments.

The data collection procedure was carried out through pre-action and implementation stages that lasted for 9 weeks. The material was delivered daily (5 days a week) via the Zoom meeting application, to ensure that teacher and student interaction continued. The teacher taught memorized verses using a repetition strategy accompanied by interesting movements so that students had an impression of the verses being studied. The newly memorized verses taught each week were continuously repeated (cumulatively) along with verses from the previous week. At the end of the period (Week 9), an Oral Test was conducted on the 9 memorized verses face-to-face (virtually) and the results were recorded.

The data analysis technique in this study involves quantitative and qualitative data analysis. Quantitative data, in the form of student learning outcomes, are analyzed to find the percentage value of learning success by comparing the test scores obtained with the KKM (70). Qualitative data, in the form of expressions or descriptions of the learning process and outcomes, are analyzed through three stages: data reduction (simplifying data that focuses on important things), data presentation (organizing reduced data into narrative or table form), and drawing conclusions/verification (finding the meaning of the data and testing the validity of the conclusions that emerge). The results of this quantitative analysis are then used to conclude that the more lessons are repeated, the better the student learning outcomes.

RESULT

Data Description and Respondent Characteristics This research was conducted as a Classroom Action Research (CAR) at Amazing Grace Kindergarten for a period of 10 weeks, namely from July to September, in the first semester of the 2021/2022 academic year. The research subjects consisted of 7 early childhood students (3 boys and 4 girls). The data collected were quantitative, obtained from the results of an oral test that tested the ability to memorize 9 Bible verses taught using the repetition strategy of Deuteronomy 6: 4-9 during the 9 weeks of the action implementation. The success of learning was measured based on the Minimum Completion Criteria for the Christian Religious Education subject set at the school, which was 70. Learning was considered successful overall if the maximum completion reached 100% or at least 75% of the total students obtained a score above or exactly at the Minimum Completion Criteria.

Presentation of Quantitative Analysis Results. The oral test results showed a strong correlation between the frequency of repetition of the verses taught and the percentage of successful memorization of students. The memorized verses were taught daily for 5 days a week, and the repetition was done cumulatively, where new verses were repeated along with verses from previous weeks. The quantitative data analysis highlighted a positive correlation, namely that the more frequently the verses were repeated, the higher the percentage of successful learning.

Summary Table of Repetition Frequency and Memorization Success Rates. This study tested nine verses with varying repetition frequencies. The results of the oral test are summarized in the following table:



Question number	Memorized Verses	Total Repetition Frequency (9 Weeks x 5 Days)	Learning Success Percentage	Information regarding the minimum completion criteria (70)
1	Psalms 33:9	45 times	100%	Very Successful
2	Matthew 10:12	40 times	92.85%	Very Successful
3	Matthew 7:7	35 times	85.71%	Very Successful
4	Ephesians 6:1	30 times	78.57%	Succeed
5	Proverbs 6:6	25 times	64.28%	Not yet successful
6	Matthew 6:33	20 times	42.85%	Not yet successful
7	Philippians 4:4	15 times	50%	Not yet successful
8	Deuteronomy 6:5	10 times	42.85%	Not yet successful
9	Psalms 107:1	5 times	21.42%	Not yet successful

Initial Interpretation of Research Results Based on the results presented, there is a clear relationship between Repetition Frequency and Memorization Success Percentage. The verse repeated 45 times (Question No. 1) achieved a maximum success rate of 100%. Conversely, the verse repeated the least, namely 5 times (Question No. 9), only achieved a success rate of 21.42%.

Verses repeated 30 times or more (Questions No. 1 to No. 4) successfully reached or exceeded the KKM (70), ensuring that this intensive repetition strategy is effective for memorization material in early childhood in the context of online learning. These results support the hypothesis that the more frequently a lesson is repeated, the better and more satisfying the learning outcomes of students. This success shows that the teaching strategy of Deuteronomy 6:4-9 (which emphasizes repetition) is effectively applied to early childhood amidst the limitations of online learning, where the focus of early childhood is only 15 minutes.

DISCUSSION

This discussion section aims to interpret the results of classroom action research (CAR) regarding the relationship between the frequency of repetition and the success of memorizing memorized verses in kindergarten (TK) children during the distance learning period, as well as connecting it with early childhood education theory and practical implications for educators.

In-depth Interpretation of Research Findings. The research findings explicitly address the research problem regarding the implementation of teaching strategies for Deuteronomy 6:4-9, specifically the principle of repetition, in early childhood. The main finding shows a very strong quantitative correlation: the more repetitions, the higher the percentage of successful memorization of students. Memorized verses repeated 45 times achieved a 100% success rate, while verses repeated only 5 times resulted in the lowest success rate of 21.42%. This figure is crucial because it indicates a critical point of success, where 30 repetitions are sufficient to achieve the Minimum Completion Criteria (KKM) standard of 70%. Interpretation of these findings confirms that intensive repetition is an effective strategy, particularly for addressing the challenges of online learning. It is recognized that early childhood only has a focus span of about 15 minutes, making the online learning process "troublesome." The repetition strategy, implemented gradually and cumulatively every day, successfully overcomes this limited focus time by providing continuous material sharpening. This principle is in harmony with the meaning of the Hebrew verb in Deuteronomy 6:7, which means "to sharpen" or "to repeat."



The research findings explicitly address the research problem regarding the implementation of teaching strategies for Deuteronomy 6:4-9, specifically the principle of repetition, in early childhood. The main finding shows a very strong quantitative correlation: the more repetitions, the higher the percentage of successful memorization of students. Memorized verses repeated 45 times achieved a 100% success rate, while verses repeated only 5 times resulted in the lowest success rate of 21.42%.¹⁹ This figure is crucial because it indicates a critical point of success, where 30 repetitions are sufficient to achieve the Minimum Completion Criteria (KKM) standard of 70%. Interpretation of these findings confirms that intensive repetition is an effective strategy, particularly for addressing the challenges of online learning.²⁰ It is recognized that early childhood only has a focus span of about 15 minutes, making the online learning process "troublesome."²¹ The repetition strategy, implemented gradually and cumulatively every day, successfully overcomes this limited focus time by providing continuous material sharpening.²² This principle is in harmony with the meaning of the Hebrew verb in Deuteronomy 6:7, which means "to sharpen" or "to repeat."

Relationship of Findings to Early Childhood Development and Learning Theories. These findings are highly relevant to the understanding of early childhood cognitive development, known as the "golden age" period. For a child's potential, including cognitive and memory—to develop optimally, intensive stimulation from the environment is needed. Strategy Deuteronomy 6:7 provides a framework for intensive stimulation through repetition that is commanded to be carried out in all aspects of a child's life: "when you sit in your house, when you are on a journey, when you lie down and when you get up."

In addition to the frequency aspect, this study also applies memorization verse teaching accompanied by engaging movements. This aligns with the principles of early childhood education emphasized by Comenius and Pestalozzi. Comenius emphasized the importance of play, while Pestalozzi emphasized the need for physical and mental activity (movement and various physical and psychological activities) for educational success. Movement in memorization activates bodily movement (kinesthetic) intelligence, one of the dimensions of intelligence according to Howard Gardner. Therefore, the success of 100% memorization at high frequency is the result of a combination of repetition (frequency) and active methods (movement/kinesthetic) that overcome children's focus constraints on online platforms.

Comparison with Existing Knowledge and Practical Implications. The strategy implemented in this study is an ancient strategy that is the foundation of Christian Religious Education (PAK), especially in Jewish monotheism, which is historically known for its genius. The Shema strategy (Deuteronomy 6:4-9) emphasizes that education, especially spiritual direction, must be centered in the home and involve diligent repetition by parents. This aligns with Martin Luther's view that the family is the most important institution in laying the foundation for a child's education. With distance learning, the Deuteronomy 6:7 strategy finds its maximum relevance: teachers and parents work together to create continuous daily repetition in the home environment.

¹⁹ Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin*, (2006). 132(3), 354-380.

²⁰ Küpper-Tetzel, C. E. Understanding the distributed practice effect: Strong effects on weak theoretical grounds. *Zeitschrift für Psychologie*, (2014). 222(2), 71-81.

²¹ Ruff, H. A., & Capozzoli, M. C. Development of attention and distractibility in the first 4 years of life. *Developmental Psychology*, (2003). 39(5), 877-890.

²² Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, (2013). 14(1), 4-58.



The practical implications of these findings for kindergarten teachers are clear: Prioritize Frequency: Teachers should make repetition a primary focus of their teaching strategies, especially for memorization. Combination of Methods: Repetition should not be monotonous; it should be combined with methods that involve activities, such as engaging in movements, to engage children with the verses being studied. Parental Involvement: Given the central role of parents as enshrined in Deuteronomy 6:7, teachers should develop plans that involve parents to continue repetition outside of Zoom sessions, maximizing children's limited time.

Factors Affecting the Relationship between Repetition and Memorization. In addition to pure frequency, the following factors also influence the success of memorization: Use of Movement: Teaching with movement helps in the development of kinesthetic intelligence, making repetition not only verbal-cognitive, but also motor-memory. Life Context: The principle of Deuteronomy 6:7 emphasizes that teachings should be always spoken and, in all places, which indicates the importance of contextual learning where knowledge is connected to God and His ways. External Factors: Researchers noted technical challenges such as frequent internet errors and time constraints on the Zoom application. These obstacles can reduce the effectiveness of each repetition session, so the ideal number of repetitions (45 times) may be a variable that should be adjusted if technical conditions are more stable.

Study Limitations and Further Research Directions. This study is a Classroom Action Research (CAR) with a very limited number of subjects, namely 7 students. The limitations of the subjects and the specific location (Amazing Grace Kindergarten) make the findings (e.g., 100% success rate in 45 repetitions) unable to be universally generalized to other early education schools with different characteristics.

Furthermore, the limitations of this research problem only focus on the main material of memorized verses, which measures the cognitive aspect. In fact, the goal of PAK according to Deuteronomy 6:5 is to love God with all one's heart, soul, and strength. Therefore, further research needs to be directed at: Generalization of Findings: Conducting similar research with quantitative methods on a larger and more diverse population (comparative study between schools) to test the validity of the frequency-success correlation. Non-Cognitive Aspects: Examining the impact of the repetition strategy of Deuteronomy 6:7 on character development, psychosocial aspects (as emphasized by Bowlby), or spiritual intelligence of children, in addition to just memorization success. Comparative Effectiveness of Methods: Comparing the repetition strategy (Deuteronomy 6:7) with other suggested PAUD learning methods, such as storytelling or demonstration, in the context of online learning, to determine which method is most optimal for various types of material.

CONCLUSION

Based on the results of Classroom Action Research (CAR) on the implementation of the teaching strategy of Deuteronomy 6:4-9 in Christian Religious Education (PAK) on memorization verses for early childhood at Amazing Grace Kindergarten during online learning during COVID-19, this study concluded that the strategy is good to implement. A strong and positive linear relationship was found between the frequency of repetition of the material and the success rate of student memorization. The quantitative results of the study showed that the more lessons were repeated, the better and more satisfactory student learning outcomes. In an extreme example, a verse repeated 45 times achieved a learning success percentage of 100%, while a verse repeated



only 5 times resulted in the lowest success percentage of 21.42%. The point of learning success (achieving the KKM 70) was achieved in verses repeated 30 times or more, indicating that consistent and intensive repetition is an effective key to memorizing material in early childhood, even amidst the limitations of distance learning. This success was also achieved through teaching memorized verses using interesting movements to create an impression on students. The implications of these findings for kindergarten learning are that teaching strategies that emphasize gradual, cumulative repetition—as mandated in Deuteronomy 6:7, to always teach it “over and over again to your children”—are highly effective. This method successfully addresses the challenges of distance learning, particularly the fact that young children only have a focus span of about 15 minutes.

To improve the quality of the implementation of this strategy in PAUD learning practices and as a prospect for further research: Infrastructure Improvement: Related parties, especially schools, are advised to improve the internet network to reduce technical problems that often error and can disrupt distance learning. Time and Method Optimization: Teachers are advised to maximize repetition time, because this study noted the lack of time for repetition as one of the weaknesses, and continue to utilize repetition methods accompanied by interesting movements. Further Research Directions: Considering that this study is a CAR with limited subjects, it is recommended to conduct further research to test the generalizability of these findings to a wider and more diverse population, as well as examine the impact of the repetition strategy of Deuteronomy 6:4-9 on non-cognitive aspects, such as character and spiritual intelligence, as the purpose of Deuteronomy 6:5 is to love God with all one's heart, soul, and strength.

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