Memorising Traditions and Challenges in Guidance Counselling

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Abstract

Learning guidance with memorization methods is an important form of guidance service that should be provided in educational institutions. Memorization means the activity of intentionally and earnestly remembering. Learning guidance through memorization focuses more on identifying difficulties in memorizing lesson material, which includes problems with recognition difficulty, recalling, and the ability to use old memories to recognize new ones. The research method used is descriptive qualitative research in the form of library research, which utilizes books and other literature related to the research theme. Based on the issues of difficulties in memorizing lesson material among students, this shows that if these problems are not immediately addressed, they will significantly affect the students' learning achievement. Therefore, solutions to the problems related to difficulties in memorizing lesson material among students should be found to avoid poor academic performance. This aligns with the duties and roles of counselors in providing learning guidance and counseling through memorization methods.

Keywords: *memorization methods, learning guidance, counseling*

Introduction

Learning only occurs when something that is remembered from what has been learned is retained. Students will remember something because they genuinely want to remember it, and additionally by noting down what they remember. For some students, remembering or memorizing can be difficult. The difficulty in memorizing arises from various causal factors, including external factors related to recognition difficulty, recalling, and the ability to use old memories to recognize new ones. Each student has different ways and abilities to absorb lesson material. Memorization difficulty is the difficulty of a specific activity to implant verbal material into memory, so it cannot be recalled. This can occur in any student for different reasons (Illahi, n.d.).

Learning guidance through memorization focuses more on identifying difficulties in memorizing lesson material, which includes problems with recognition difficulty, recalling, and the ability to use old memories to recognize new ones. Learning guidance through the method of memorization is an important form of guidance service that should be provided in educational institutions. Experience shows that failures experienced by students in learning are not always due to inability or low intelligence. Often, these failures occur because they do not receive adequate guidance services (Prayitno, 2008).

Methods

The research method used in this journal article is descriptive qualitative research in the form of library research, which utilizes books and other literature as the main objects (Sukardi, 2013). This means collecting and explaining theoretical studies related to the above-mentioned theme. The data in this journal article were collected using documentation study techniques by reading, collecting, describing, and explaining various articles and research findings, and combining literature related to the theme of this journal. Data analysis was conducted by reviewing and examining various literature in the form of previous research articles, as well as study articles, organizing them, dividing them into manageable units, and developing them to find meaningful insights that can be included in this scientific journal.

Discussion

According to Robert M. Gagne, learning is a set of internal processes within each individual resulting from the transformation of external stimuli in the individual's environment. External conditions can be made more meaningful by organizing them through methods, conditioning, or treatments in the sequence of learning events. The necessary external conditions can take the form

of stimuli that are perceptible by the senses. These external conditions are referred to as media and learning resources.

Learning is a change in human ability that occurs through continuous learning processes, not merely due to growth. Learning happens when the stimulus of learning content influences students in such a way that their behavior changes from before to after the learning experience. Learning is influenced by both internal and external factors, which interact with each other. According to Gagne, learning involves five elements: intellectual skills, cognitive strategies, verbal information, attitudes, and motor skills. These five categories of learning abilities from Gagne can be explained as follows (Tung, 2015):

a) Intellectual Skills

These are the abilities of students to interact with their environments through the use of different levels of conceptual abstraction complexity. This level of ability includes: association and chaining (connecting certain symbols with specific facts), discrimination (distinguishing one symbol from another), rules and defined concepts (defining certain concepts or procedures), principles (combining several concepts in specific ways), and problem-solving.

b) Cognitive Strategies

These are learning strategies that enable students to skillfully manage internal processes such as attention, learning, memory, and thought. Cognitive strategies include memorization strategies, elaboration strategies, organization strategies, metacognitive strategies, and affective strategies.

c) Verbal Information

This is the ability to recognize and store names, terms, facts, and a series of facts that comprise a body of knowledge.

d) Attitude

This is the state within the student that influences (acts as a moderator for) the choice to act. This attitude includes affective, cognitive, and psychomotor components.

e) Motor Skills

These are the skills of organizing movements so that they become more refined, smooth, orderly, and timely.

Gagne also states that to acquire and master the five categories of learning abilities mentioned above, there are several cognitions that educators need to consider. There are internal learning conditions that arise from the student's

memory as a result of previous learning, and there are several external conditions viewed from the student's perspective. These external conditions, when properly arranged and managed, are efforts to facilitate learning, such as the use or utilization of various media and learning resources.

Gagne explains that the learning process occurs based on the internal and external cognition of a student. The learning theory model developed by Gagne is based on information processing theory as follows (Tung, 2015):

1. Stimuli received by the senses are transmitted to the central nervous system and recognized as information.

2. Information is selectively processed, with some discarded, some stored in short-term memory, and some stored in long-term memory.

3. These memories are mixed with pre-existing memories and can be recalled after processing.

Forms of Learning Styles

1. Learning through seeing

Students of this type prefer learning through expressions and body language to fully understand the content of a particular lesson. They tend to sit in the center of attention or at the front of the class to avoid visual obstructions (from other students). They better comprehend and think through visual displays that include diagrams, charts, animated pictures, transparencies, videos, or other information presentation tools. In class, visual learners absorb information better through visual displays (Gamon & Bragdon, 1998).

2. Learning through listening

These students prefer learning through lectures, oral discussions, talking and sharing things through Q&A sessions, and listening to others discuss topics. These students use their hearing to interpret the information they receive by paying attention to intonation, tone of voice, speaking speed, and the mood of the speaker. Students with a listening style enjoy learning by reading texts aloud or using recording devices.

3. Learning through movement (learn through tactile/kinesthetic)

These students prefer learning through moving, doing, and touching. This style of learning involves a direct movement approach, engaging with the physical world around them. They need movement as an activity to explore their learning.

Types of Memory

a. Working Memory

This is a very short-term memory lasting no more than a few seconds. Located in the prefrontal cortex, it allows for the storage and recall of several things simultaneously. For example, in a conversation, working memory enables an individual to remember the beginning of a sentence until the speaker finishes it. Working memory also allows us to perform several functions at once, such as waving to attract someone's attention while talking to someone else who is opening a letter (Rose & Nichol, 1997).

b. Implicit Memory

Once someone learns how to do something like riding a bike, driving a car, or swimming, they are unlikely to forget how to do it. This type of memory is often called "muscle memory" or "implicit memory," which does not require consciousness and explains why people can experience "memory loss."

c. Remote (long-term) Memory

This memory accumulates data over a lifetime on a wide range of topics. The greatest capacity for remote memory tends to decline with age. However, this decline may be related to retrieval issues in older individuals who must work harder to sift through accumulated knowledge.

d. Episodic Memory

This memory consists of specific personal experiences, like the meal we chose at a restaurant last week, the score of a football game, the plot of a movie we watched, or where we parked the car. When important information is presented in an emotionally satisfying format, such as a story, conversation, or film, it is usually well remembered.

e. Semantic Memory

Memory for words and symbols along with their meanings is a type of memory that is likely never to be lost. Even words we haven't used in years don't disappear. We might still remember how to tie a knot we learned as scouts. Trademarks and religious symbols also remain "unforgettable" as they are basic elements that differentiate a cat from a dog. Semantic memory describes our general knowledge of how the world works. It is located in the angular gyrus (a part of the brain shaped like a loop).

Memorization Methods in Learning

Memory involves storing information over time. Educational psychology studies how information is initially placed or encoded into memory, stored after encoding, and later retrieved for specific purposes. Karl Pribam describes memory as a hologram theory, a three-dimensional image of memory.

1. Encoding

Encoding is the process of coding or similar to paying attention and learning. When students listen to a lesson from the teacher, watch a film, listen to music, or talk to friends, they are encoding information into memory. Encoding is done by focusing attention visually, through physical manipulation, or using words that emphasize events or material that can remind and enhance encoding.

Encoding consists of several processes such as rehearsal, deep processing, elaboration, visual construction, and organization (Tung, 2015):

a) Rehearsal is the training or repetition of information to refresh memory and make it last longer.

b) Deep processing is the process of creating long-lasting memory by continuously processing information from shallow to deeper understanding. There is a theory of levels of processing, where memory processing occurs on a continuum from shallow to deep. Deeper processing results in better memory.

c) Elaboration is the expansion of memory processing during encoding for better retention. One elaboration method is self-reference, an effective way to elaborate information. When constructing an image of something, we are elaborating on information (visual construction).

d) Organization. One form of memory organization is chunking, which groups information into "higher order" units that are easily remembered as single units.

2. Mnemonics

Mnemonic is derived from the Greek word Mnemonikos, meaning "to remember." Mnemonics are techniques for remembering information that is otherwise difficult to recall. There are three basic principles when using mnemonics: imagination, association, and location. Many mnemonic techniques can be used to enhance memory and make recall last longer. Examples include:

a) Acronyms. This is the easiest and most commonly used mnemonic technique. The method involves abbreviating the things we need to remember. For instance, the colors of the rainbow are often abbreviated as "ROYGBIV" (Red, Orange, Yellow, Green, Blue, Indigo, Violet).

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b) Acrostics. Similar to acronyms, this method involves remembering something by creating a new, easy-to-remember sentence. For example, to memorize the order of the planets from the sun: "Meri Vetik Bunga Melati Yang Satu Untuk Nona" (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

c) Rhymes and Songs. Many people find it easier to remember something when it's set to music. For example, to remember the days of the week or the alphabet as children, we often learn them through songs. American students often memorize their presidents from the first, George Washington, to the 44th, Barack Obama, using songs.

d) The Method of Loci. This method can be used when you need to remember many things at once. For instance, to memorize the chemical elements, you can use everyday items in your room or house that are easy to remember. For example, using a box for Oxygen, a door for Hydrogen, and so on.

e) Chunking. This is a memory organization strategy that groups or "packs" information into higher-order units that can be remembered as single units. This technique is useful for memorizing numbers. The theory is that instead of memorizing eight digits simultaneously, it's better to divide the numbers into several parts. For example, for the number 54370963, it can be divided into 543-70-963.

f) Link System. This method uses storytelling to memorize a list. For example, if you need to remember a list that includes: dog, letter, number, thread, and window, you can create a story like, "The dog delivered a letter to house number 14, which contained thread, through the window." (Tung, 2015).

3. PQ4R Strategy

The PQ4R strategy is part of the elaboration strategy used to help students remember what they read and facilitate the teaching and learning process in class through reading activities. This strategy was developed by Thomas and Robinson in 1972 based on the PQRST strategy and the SQ3R strategy by Francis Robinson in 1941 (PQ4R = Preview, Question, Read, Reflect, Recite, Review; SQ3R = Survey, Question, Read, Recite, Review).

a. Preview. This step involves students skimming the reading material. The purpose is to identify the main ideas that form the core of the reading material. With these main ideas, students can easily grasp the overall concepts. Additionally, they can mark specific parts that can be used to create questions, facilitating the preparation of a question list in the next step.

b. Question. The second step is to ask oneself questions about the reading material. These questions should be clear, concise, and relevant to the marked

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sections. Experience shows that reading to answer specific questions makes one read more carefully and attentively, leading to better retention.

c. Read. Active reading is used to find answers to the previously formulated questions. Active reading focuses on the paragraphs that are likely to contain relevant answers.

d. Reflect. While reading, students should not only remember or memorize but also understand the information. This involves connecting the new information with what is already known, linking subtopics in the text with main concepts, resolving contradictions in the presented information, and using the material to solve simulated problems.

e. Recite. Students are asked to recall and recite the information learned by answering the questions previously formulated.

f. Review. In this final step, students review their notes, go over the entire reading material again, and, if necessary, revisit all questions and answers briefly.

Study on Memorizing the Quran

In Arabic, memorizing is *al-hifz* which comes from the word "hafadza," meaning to memorize, preserve, and maintain (Yunus, 1973). According to Sumardi Suryabrata, memorizing means deliberately and earnestly committing something to memory (Suryabrata, 1993).

According to Ahsin Al-Hafidz, there are several prerequisites for someone before starting to memorize the Quran (Al-Hafidz, 1994):

1) Being able to clear one's mind of thoughts or issues that might cause distractions.

2) Sincere intention.

3) Determination and patience.

4) Consistently avoiding sin and negative traits.

5) Learning from a qualified teacher, someone who has already memorized the Quran.

Improving Quran Memorization Performance

Improving refers to raising the level, standard, and so on (Salim, 1991). According to Winkel, achievement is the proof of the success of efforts made (Winkel, 1989). Memorizing is an activity of intentionally committing information to memory (Suryabrata, 1987). Memorizing the Quran means the activity of committing Quranic verses to memory and being able to recite them

without looking at the text. Thus, improving Quran memorization performance means increasing the amount of memorized verses and surahs in the Quran and enhancing the quality of memorization, which relates to the fluency of recited verses.

Santri refers to students who are studying Islamic religious knowledge and residing in a pesantren (Islamic boarding school) (Dhofier, 2011). A pesantren is an educational institution that teaches, develops, and disseminates Islamic religious knowledge systematically and deeply based on classical books written by great scholars (Wahid, 1980).

Factors Supporting Quran Memorization

From various literature, the author has identified several factors that can influence the success of someone in memorizing the Quran. According to Abdurrab Nawabuddin, the main factors influencing Quran memorization success are:

1. Individual Preparation

Various modern educational studies establish that there are specific individual traits that actively play a role in acquiring desired outcomes, whether in studies, understanding, memorization, or memory retention. These traits are interconnected and mutually supportive. A person with high interest and attention will likely have high concentration simultaneously, which in turn will foster stimulus and response. Thus, interest and attention will consistently develop during the Quran memorization process.

2. Intelligence and Memory Strength

Abdurrab Nawabuddin mentions that there is no definitive answer as to whether intelligence is the sole factor behind the process of memorizing the Quran.

3. Suitable Age

There is actually no age restriction for anyone in memorizing the Quran. However, it cannot be denied that age does influence the success of Quran memorization. A memorizer at a relatively young age will have a more potent absorption capacity for what is memorized or heard compared to older individuals (Nawabuddin, 1991).

Conclusion

Study guidance through memorization should focus more on identifying difficulties in memorizing learning material, including issues with recognition, recall, and the ability to use old memories to recognize new ones. Memorization-based study guidance is an essential service that should be provided in

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educational institutions. Memorizing means the intentional and earnest activity of committing information to memory. Based on the discussion above, difficulties in memorizing learning material among students indicate that if these issues are not addressed promptly, they will significantly affect the students' academic achievements. Therefore, solutions to the difficulties in memorizing learning material should be sought to prevent poor academic performance. This aligns with the role and duties of counselors in providing learning guidance through memorization techniques.

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