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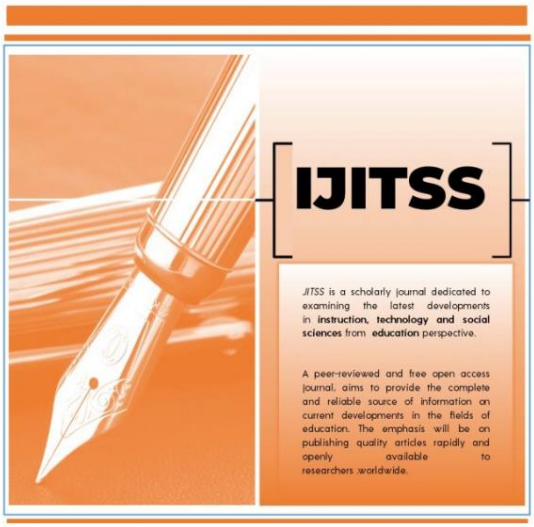

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Effective Methods of *Tahfidz* Al-Qur'An at Secondary School Age in Indonesia

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Effective Methods of *Tahfidz* Al-Qur'An at Secondary School Age in Indonesia

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Abstract

The role of the Qur'an as the holy book of Muslims, is very important for human spiritual and moral life. Rasulullah SAW encouraged people to memorize the Quran as one of the noble deeds. Various methods have been developed to help the process of memorizing the Quran, including: i) *Talaqqi* method, ii) *Takrir* method, iii) *Wahdah* method, iv) *Kitabah* method, v) *Sima'i* method, vi) *Jama'* method, vii) *Talqin* method, viii) *Sorogan* method, ix) *Sabak*, *Sabki* and *Manzil* methods, x) *Ummi* method, xi) *SaHal* method and xii) *Yadain* method. This study aims to examine the implementation of these methods in memorizing the Quran. The research method used is Systematic Literature Review (SLR) by analyzing 10 reputable studies published within the last five years (2019-2024). Data sources were obtained from the scientific database, Google Scholar. This research has revealed methods of *tahfidz* the Quran for middle school age. The results can also be used as a reference for those who want to become Quran memorizers in high schools.

Introduction

Memorizing the Quran is a noble activity; everyone, whether a child, adult, man, woman, citizen, even official, has the same opportunity to become a *hafidz* or *hafidzah*. Everything depends on the intention and sincerity of each person. However, since the Quran is the holy book of Muslims, a Muslim should be able to read and memorize the Quran. Participating in Quran memorization activities will definitely help Muslim children become more religious, have faith, and remember Allah (Sartika et al., 2019) This is in line with the educational objectives listed in Law No. 20 of 2003 concerning the National Education System Article 3, namely: “The purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.” (Kemdikbud RI, 2020).

The Quran, which is considered a guide and remedy in Islam, can also improve one's brainpower by reading it after the morning and evening prayers. Studies have shown that reading the Quran leads to improved memory and resilience in thinking. Despite differences in learning materials and approaches, studies have shown that memorization of the Quran can improve any ability, especially in arithmetic. Some studies have shown that memorizing the Quran can improve concentration and short-term memory, which in turn can help students understand complex concepts in other subjects and solve problems (Nurhayati et al, 2023).

The process of memorizing the Quran is difficult because it requires a synergy between a strong desire, the presence of a mentor (educator), and the selection of the right method. The method used by an educator during the Quran memorization process will have an impact on students' ability to read the Quran. Therefore, the method used must be in accordance with the student's ability. Learning the Quran has various stages, but *makhrijul huruf*, the properties of letters, and tajweed science are the initial stages that must be known and mastered (Luthfi & Wiza, 2022). Usually, memorizing the Quran begins with reading the Quran and is followed by repetition of the reading. Memorizing the Quran by repeating the verses read can train the five senses such as hearing and vision

which are directly related to the memory function in the brain. Memorizing the Quran includes three activities at once: reading, repeating readings, and storing memorized readings in memory. Therefore, memorizing the Qur'an is the highest level of information storage (Oktavia et al., 2024).

Currently there are methods to make memorizing the Quran easier, such as *Tikrar* and *Yadain*. The method used must be adapted to the circumstances of the memorizer, both in terms of skills and learning abilities. Doesn't everyone know that everyone is unique and different. Therefore, no method is truly ideal; every method has its weaknesses and advantages. No method is immediately successful if used; everything takes time and habit (Akhmar et al., 2021).

The conclusion that can be drawn above is what methods can influence the success of memorizing the Qur'an. To conduct this research, the author will use the Systematic Literature Review (SLR) method. The purpose of this study is to provide information through a review of previous research on the use of Quran memorization techniques for middle school age children. It is hoped that the results of this study will help Quran memorization institutions, schools, madrasas, and even individuals such as parents in finding the right way to conduct Quran memorization activities. This will make the memorization process more enjoyable and produce optimal results in terms of memorization, tajweed, and fluency.

Literature Review

In language al-Qur'an has the meaning of reading or being read. *Isim masdar* which means with the meaning of *isim maf'ul*, namely (what is read) is adopted into the word al-Qur'an. But according to the term, al-Qur'an is the name for the *Kalamullah* revealed to the Prophet Muhammad SAW which is written in the Mushaf (Shiddieqy dan Hasbi, 2022). In Surah *Al-Hijr* verse 9, Allah states that the Qur'an, the only scripture that is guaranteed authenticity by Allah SWT since it was revealed to Prophet Muhammad SAW until the end of time, shows that Allah is the one who revealed the Qur'an to humans, and Allah will continue to maintain its purity and authenticity consistently. This is one of the virtues of the Quran compared to other books revealed to His previous messengers. However, despite Allah's promise that the Quran will remain unchanged until the end of time, Muslims must safeguard its purity from the hands of the ignorant and enemies of Islam (Ahsin, 2000). One of the real efforts made by Muslims in the process of preserving the Qur'an is memorizing the Qur'an as a whole, because Allah has ensured that the Qur'an is easy to read, study, memorize, and understand.

Memorizing means to be stored in the memory or to be easily recited without a text or book outside the head. It has to do with memorizing the Qur'an, which means that one can remember all or part of the Qur'anic verses in their entirety, whether in their written form, signs, short length, or even where they are in the *Mushaf*. The word method is taken from the Greek, which means “way” or “path taken”. In relation to the study of science, method is the way to gain an understanding of something in the field of science concerned. In English, the term “method” refers to the word “way”. A method is the right and most effective way to do something (Aziz et al., 2021).

In his article titled History and Development of Quran Tahfidz Teaching in Indonesia, published by DR. H. Ahmad Fathoni Lc MA in Republika.co.id on September 18, 2013, he mentioned Krapyak Islamic Boarding School, founded by KH Muhammad Munawwir, as a pioneer of tahfidz learning in Indonesia. The Quran tahfidz program began at the Krapyak Islamic boarding school since the Dutch colonization in the early 20th century and has produced many Quran memorizers. The Kyai created a way of teaching the Quran so that students could easily memorize it. Islamic boarding schools on the island of Java then used this Al Munawir method. Other Islamic boarding schools in Indonesia later adopted the Al Munawir teaching method, such as Gontor and Darussalam Islamic Boarding Schools, which have also been successful in producing many Quran memorizers. The Quran memorization teaching method developed by KH Muhammad Munawwir at Krapyak Islamic Boarding School became an inspiration for many Islamic educational institutions in Indonesia (Rangkuti, n.d.).

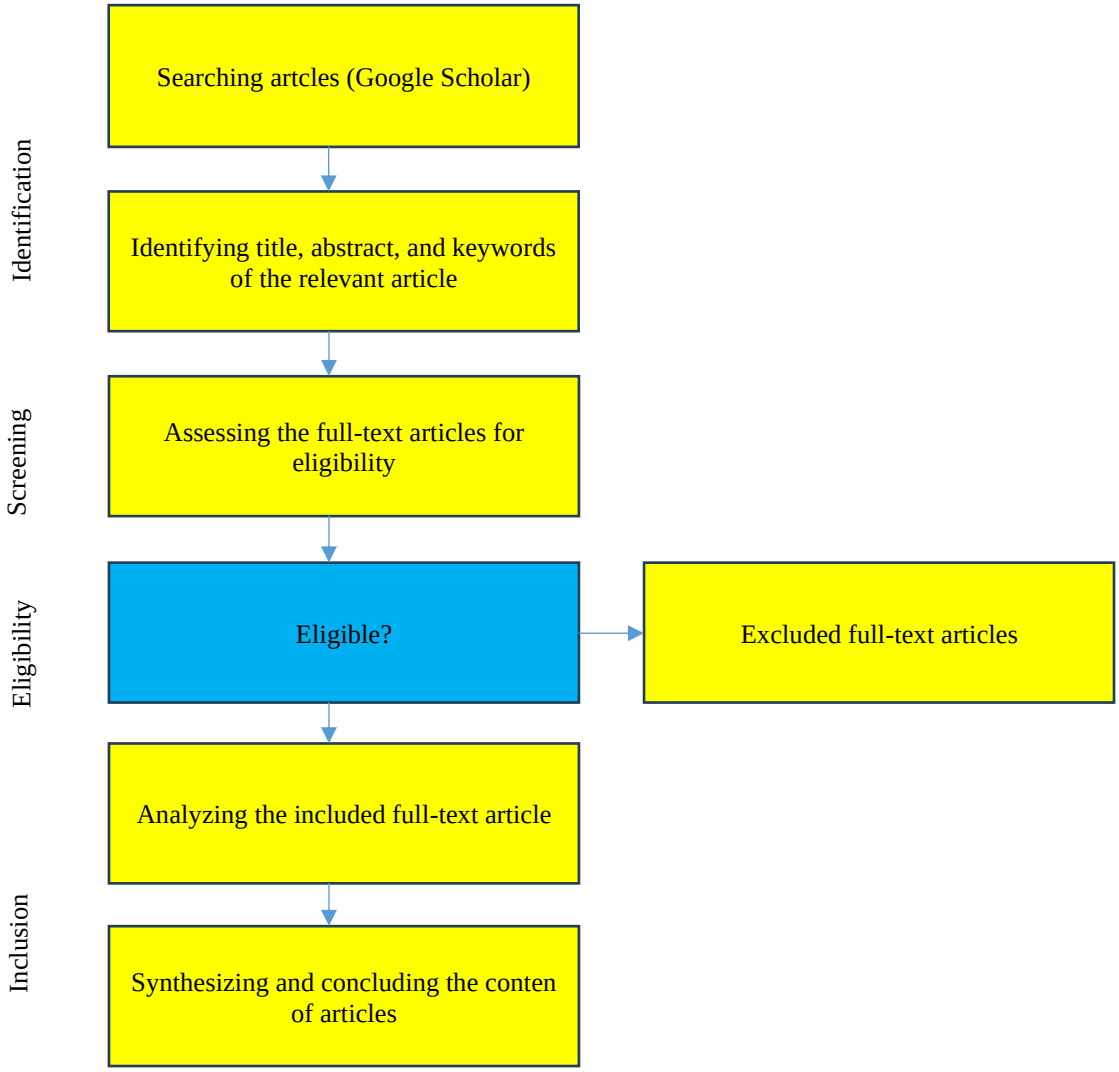
Some teachers use various methods to teach the Quran; one of the most common is the “*Talqin* Method”, which involves the teacher (*muqri*) relaying Quranic verses to the student (*muqarro*) repeatedly until the student can memorize the Quran correctly. (Efendi et al., 2022). Then the “*bi al-Nadzar* method” is to read carefully the verses of the Quran to be memorized by looking at the Quranic mushaf repeatedly (Rohmatillah & Shaleh, 2018). In addition, the “*tariqah tasalsuli* method” is a method for memorizing one page of the Quran. This method involves memorizing one verse until it is completely fluent. Then, without looking at the *Mushaf*, combining verse 1 and verse 2 until the memorization is completely fluent. Likewise with the third verse, until the memorization is completely fluent. Then, starting from the first verse to the last verse. Then, start from the first verse to the last verse. This method requires patience because you have to repeat a lot of each verse that you have memorized,

then combine it with the previous verse. This takes a lot of energy but will result in a really solid memorization (Basiran et al., 2023).

Nowadays, methods for memorizing the Quran have developed along with the advancement of science and technology. However, basically, all methods can be used, which is to do the repetition of reading the verses of the Quran. There are many methods to memorize the Quran, but it is best to use the easiest one. Each person must have a predilection for a particular method that suits him best. To achieve success of the Quran memorization program, it is best to choose the technique that is most suitable for each person. If one must copy someone else's technique, it will be helpful in determining the most appropriate technique to use (Rahmawati 2020; Parinduri 2020).

Research Methods

This research was conducted using the Systematic Literature Review (SLR) method. For this research method, there are several flows, namely planning, conducting, and reporting. The planning flow is described as the initial stage of conducting SLR, then the conducting flow to carry out SLR, and finally the reporting flow, which is the flow of reporting SLR in written form (Apriliani, Budhiluhoer, & Jamaludin, 2020).



The planning process consisted of four stages, namely: The first stage is the Research Question (RQ), which is used to determine questions that are relevant to the research subject. The following are the Research Question (RQ) related to this study:

RQ1: What is the name of the method used in memorizing the Qur'an at middle school age?

RQ2: What methods are used to collect data about the methods used in Quran memorization activities at secondary school age?

The second stage is the sourcing process, which involves searching for journal articles relevant to the research question. The author used this method by identifying, reviewing, evaluating, and interpreting all available articles. This method allows the researcher to thoroughly review and identify journals by following established procedures (Triandini et al., n.d.) Identification, screening, eligibility, and inclusion are processes that must be carried out (Risdianto et al., 2020). The following figure shows the sequence of research discussed in this paper.

Stage 1: Identification. The reference search from Google Scholar was adjusted to the title, namely "*Tahfidz* Method in Indonesia". Found as many as 1,240 articles.

Stage 2: Filtering. After identifying in the first stage, many articles were found that did not match, so the researcher expanded the search and filtered articles using the same keywords. 252 articles were found.

Stage 3: Eligibility. From the screening results, the researchers selected articles that were suitable for research and analysis. 70 articles were found.

Stage 4: Inclusion. At this stage, researchers recorded relevant literature according to the keywords in the search. All eligible articles were studied and analyzed to obtain a synthesis or conclusion. A total of 10 articles were found.

The third stage is the acceptance and rejection criteria. This method of determining data indicators can be used for research. The following are data indicators that are considered appropriate sources: the time interval of the data is from 2019 to 2024, and the data is taken from Google Scholar journals only relating to Quran memorization techniques used by high school students in Jakarta.

The fourth process, Quality Assessment, will evaluate the data collected from Google Scholar according to the following questions:

QA1: Is the selected journal/research published between 2019 and 2024?

QA2: Does the journal/research discuss the method of memorizing the Qur'an?

QA3: Does the journal/research include data collection techniques?

QA4: Was the journal/research studied in secondary schools located in Indonesia?

This method allows the researcher to gain a deep understanding of the topic under study and ensure that all relevant information has been obtained. With a thorough identification process, the researcher was able to ensure that the selected articles met the predetermined eligibility criteria. The careful inclusion process also ensured that the articles analyzed were relevant and could make a valuable contribution to the study. Thus, the Systematic Literature Review method can assist researchers in conducting a comprehensive and in-depth study.

Results And Discussion

Result of Search Process dan Inclusion and Exclusion Criteria

Based on the identification process and analysis of various literature, it is presented in the table below.

Table 1 Classification by Title, Author and Publication Category

No	Title	Author	Year	Category Publication
1	Evaluasi Program Tahfidz Al-Qur'An Di Sma-It Buahati Jakarta	Titi Muntiarti, Ernawati, Bambang Indriyanto	2020	Jurnal Penelitian Dan Penilaian Pendidikan (JPPP), 3(1), 1-13.
2	Metode Menghafal Al-Qur'An Di Pondok Pesantren Istana Al-Qur'An Sirrul Asror Buaran Jakarta Timur	Maria Ulfah	2021	Skripsi UIN Syarif Hidayatullah Jakarta.
3	Pelaksanaan Program Tahfidz Qur'An Dalam Meningkatkan Nilai-Nilai Religius Siswa Di Sman 1 Teluk Kuantan	Sopiatun Nahwiyah, Zulhaini, Ikrima Mailani	2023	AL-HIKMAH : Jurnal Pendidikan dan Pendidikan Agama Islam
4	Implementasi Metode Talqin Dalam Program Tahfidz Alquran Di Sekolah Menengah Pertama 31 Padang	Alqori Luthfi, Rahmi Wiza	2022	Jurnal Keislaman dan Ilmu Pendidikan Volume 4, Nomor 4, Oktober 2022; 609-620
5	Implementasi Metode Sorogan Dalam Meningkatkan Kemampuan Menghafal Al-Qur'An Di Ma Tahfidz Al-Qur'An Plus Al-Ishlah Tambakmas Kebonsari Madiun	Rindy ayuningtias	2023	Skripsi IAIN Ponorogo
6	Upaya Sekolah Dalam Meningkatkan Hafalan Al-Qur'An Di Smpip Baitul Maal	Made Saihu	2020	ANDRAGOGI Jurnal Pendidikan Islam dan Manaiemen Pendidikan Islam
7	Upaya Guru Tahfidz Dalam Meningkatkan Kemampuan Menghafal Al-Quran Siswa Melalui Metode Takrir Di Smp Muhammadiyah 06 Dau Malang	Muhammad Sahal, Abdul Jalil, Fita Mustafida	2022	VICRATINA: Jurnal Pendidikan Islam Volume 7 Nomor 8 Tahun 2022
8	Penerapan Metode Utsmani Dalam Pembelajaran Alquran Di Sma It Bina Ilmi Palembang	Ahmad Luthfi	2024	UNISAN JURNAL: JURNAL MANAJEMEN DAN PENDIDIKAN
9	Penerapan Metode Sabak, Sabki Dan Manzil Dalam Pembelajaran Tahfidz Di Sekolah Menengah Pertama	Nanda Nurul Baiti, Syamsu Nahar, Azizah Hanum OK	2019	Jurnal EDUCATIO (Jurnal Pendidikan Indonesia), Vol. 9, No. 2, 2023, pp. 986-994.
10	Penerapan Metode Menghafal Al-Qur`An (Studi Komparatif Di Smait, Stiq Al-Multazam Dan Yayasan Karantina Tahfidz Nasional Jawa Barat)	Devi Imron Rosadi	2023	Tanzhimuna Vol 3. No1 Juni 2023.

Quality Assesment Results

The journals/research above are then analyzed based on quality assessment which produces the following data:

Table 2 Quality Assessment Results

No	QA1	QA2	QA3	QA4	Results
1	Yes	Yes	Yes	Yes	√
2	Yes	Yes	Yes	Yes	√

3	Yes	Yes	Yes	Yes	√
4	Yes	Yes	Yes	Yes	√
5	Yes	Yes	Yes	Yes	√
6	Yes	Yes	Yes	Yes	√
7	Yes	Yes	Yes	Yes	√
8	Yes	Yes	Yes	Yes	√
9	Yes	Yes	Yes	Yes	√
10	Yes	Yes	Yes	Yes	√

Data Analysis

The results of this data analysis process will produce answers to the initial research questions (RQ):

a. Result of RQ1: Name of al-Qur'an Memorization Method

In accordance with Research Question 1 (RQ1), collecting the names of methods applied to memorize the Qur'an in middle school-aged children. Therefore, the collection of papers/research is changed based on the names of the methods. The results show that more papers/research from 2019 to 2024 use the Talaqqi, Takrir and Wahbah methods.

Table 3 Method Name

No	Method Name	No Research Paper	Number
1	Talaqqi	1, 2, 7	3
2	Takrir	2, 6, 7	3
3	Wahdah	2, 3, 6	3
4	Kitabah	3, 6	2
5	Sima'i	2, 3	2
6	jama'	3	1
7	Talqin	4	1
8	Sorogan	5	1
9	*Sabak, Sabki* dan *Manzil*	9	1
10	Ummi	10	1
11	SaHal	10	1
12	Yadain	10	1

Irfan Fanani stated that basically the obstacles or difficulties in memorizing the Qur'an consist of two components: Internal factors such as laziness that occurs in students, the amount of memorization owned by students, different intelligence factors and memorization due to coercion from others. As for external factors, this problem occurs because of the limited time, unsupportive environment or friends and teachers who have not been certified (Rosadi, 2023).

Methods are very important in the educational process and serve as a means to an end. Very influential on the success of learning students. In relation to memorizing the Qur'an, it can be concluded that the method of

memorizing the Qur'an is a procedure that must be followed to be able to memorize the Qur'an properly (Ulfah, 2021).

The method often used in the method of memorizing the Qur'an is the *talaqqi* method or the listening method, which is the teacher reading the verses of the Qur'an while the students listen and then imitate. The *talaqqi* method has the advantage that students can hear their teachers read correctly and there is no possibility of reading errors (Ayuningtias, 2023).

In addition, another method that is often used is the *takrir* method. This method aims to repeat or recite the memorization that has been memorized or has been recited to the teacher or *ustadz*. The purpose of *takrir* is to maintain the memorization that has been memorized well. *Takrir* can also be done independently with the aim of smoothening the memorization that has been memorized. to avoid forgetting. For example, you can memorize new memorized material in the morning and *takrir* it in the afternoon (Ulfah, 2021).

There is also for about ten minutes, students read repeatedly the verse to be memorized. The aim is to gain an initial understanding of the verse to be memorized. Students then use the *wahdah* method to memorize the verses one by one as much as they can. Students can usually deposit three to five lines in one lesson hour. However, there are also students who try to write the verse to be memorized (*Kitabah* method). This method improves memorization as it is read repeatedly for several minutes before being memorized one by one and assembled into consecutive verses. However, the disadvantage is that students feel tired from reading the verses to be memorized. To memorize the Qur'an, a strong determination is needed (Saihu, 2022).

Sima'ī means listening. This method aims to memorize reading. This method is very effective for memorizers who have additional memory. This is especially true for visually impaired memorizers and minors who are not yet proficient in reading the Qur'an manually. This method can be used in two ways. First, he listens to the verses recited by his teacher. Then, he records the verses he wants to memorize onto a cassette tape according to his ability and needs. Then the cassette tape is played carefully and slowly (Ulfah, 2021).

The *Jama'* method is a memorization technique done in groups, where students recite the memorized verses under the guidance of an instructor. Because it can eliminate boredom, this method or approach is a good one to develop. In addition, it will be very helpful in reviving his memory of the verses he memorized (Ulfah, 2021).

Whereas the *talqin* method emphasizes the child's imitation. The teacher recites each letter, and the students imitate him. The teacher corrects the students' mistakes if they read it incorrectly. The *talqin* method is also a type of learning that combines memorization and improvement of reading the Quran. Students are expected to be able to recite the Qur'an quickly and fluently in accordance with the *tahsin* or *tajweed* that has been determined by this method. Because in the talqin method, a teacher leads people to dictate verses of the Qur'an according to *tahsin* and recite them repeatedly. Therefore, this method is very suitable for students who have not been able to pronounce the Qur'an with the right rule (Alqori Luthfi & Rahmi Wiza, 2022).

The *sorogan* method is an educational approach used between students and teachers. This *Sorogan* method encourages students to understand the contents of the book gradually and deeply by following the ideas or concepts contained in the book word for word. This is what allows students to understand the contents of the book, both general and specific concepts. *Sorogan*, which is conducted sequentially between students, is also important because it gives students the opportunity to repeat what they learn by explaining it to other students. Therefore, *sorogan* helps students understand better. This means that sorogan allows students to be more active while learning. The tahfidz sorogan method is used to study the child's ability to memorize. If students read or memorize something not fluently or not up to standard, they are asked to read it again (Ayuningtias, 2023).

Other methods are the *Sabak*, *Sabki* and *Manzil* methods, with the following stages: According to Maududi, *Sabaq* is the addition of new memorization that must be given to students every day. There are also those who say that the *sabaq* method is a new memorization that you must listen to the *tahfidz* teacher every day. The new memorization, also called "deposit", depends on how well a student speaks and tries. It is usually kept between one or two pages. Those who can keep two pages (one sheet) every day are considered an excellent class; those who can keep one page every day are considered an average class; and those who can keep less than that are considered a weak class. An example of *Sabaq* is if a student memorizes the first page or two of Surah *Al-Baqarah* and submits it to the teacher with fluent memorization (Baiti, Nahar, Hanum, 2023).

Then Sunhaji added that *Sabqi* is the *sabaq* that has been deposited, but there are also those who say that it is repeating the memorization of *juz-juz* that students memorize. In a simple example, if the student memorizes *juz*

5 page 8 or the fourth sheet, then page 1 to page 7 is called *Sabqi*. Finally, *Manzil* is a deposit that covers a full *juz*, but it is also called *muraja'ah*, which repeats the *juz-juz* that has been memorized by the santri. In cases where the santri memorizes the fifth *juz*, *juz* 1 to 4 are called *Manzil* (Baiti, Nahar, Hanum, 2023).

The last method is the *Ummi*, *SaHal* and *Yadain* methods, the *Ummi* method is a way of reading the Qur'an with *tartil*. While the *SaHal* method is a technique for memorizing the Qur'an that is easy to use and understand. *SaHal* stands for "One Page", is a very helpful method for memorizing the Qur'an because it provides keywords for each verse on each page, which makes it different from other pages. The *SaHal* method improves memory and makes it easier to memorize the verses. The way to use it is by depositing previously memorized verses and adding 1 new verse. The goal is to become *mutqin* (fluent) in keeping the Qur'an by repeating a lot of memorizations. Then the *Yadain* method is used to maximize the potential of the five human senses. This means memorizing using the five internal and external senses (Rosadi, 2023).

b. Results of RQ2: Data Collection Techniques

In accordance with Research Question 2 (RQ2), data collection methods were used to investigate the use of techniques to examine the ability to memorize the Qur'an in secondary school-aged students. Therefore, this set of papers/researches was transformed based on data collection methods. The results show that, from 2019 to 2024, most researchers used observation, interviews, and documentation as data collection methods, while tests and questionnaires were rarely used.

Table 4 Data Collection Technique

No	Data Collection Technique	No Research Paper	Number
1	Test	7	1
2	Observation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
3	Interview	1, 2, 3, 5, 6, 7, 8, 9, 10	9
4	Documentation	1, 2, 3, 4, 5,7, 8, 9, 10	9
5	Questionnaire	3	1

Summary of Data Analysis Results

Research questions (RQs) have been defined and have been informed by the names of data collection methods and techniques used in Quran memorization programs in Indonesian secondary schools that are widely observed and will be implemented from 2019 to 2024.

Table 5 Most Frequent Categories RQ

No	Aspect	Category Most Frequency
1	Method Name	Talaqqi, Takrir and Wahdah
2	Data Collection Technique	Observation, Interview and Documentation

Conclusion

The results showed that the *Talaqqi*, *Takrir*, and *Wahdah* methods are the most widely used memorization methods by researchers for middle school-aged children from 2019 to 2024. One of the most common data collection methods is observation, interview, and documentation.

All the techniques that have been popularly used by high school age students in implementing *tahfidz* programs are very possible to be applied in Islamic boarding schools or madrasas in Indonesia. The most important thing is the commitment to be continuously implemented istiqomah. And for high schools where most of the teaching depends on the teacher, the tahfidz program is more than just teaching, but attention, control and consistency must be increased because what is faced is children who psychologically develop still need greater attention and affection.

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