



# Teacher's Strategy in Improving Students' Ability to Memorize the Qur'an

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## Abstract

Memorizing the Qur'an is a noble act that is favored by Allah SWT. Because by memorizing the Qur'an it means we are trying to maintain the purity of the Qur'an. This cannot be separated from the efforts of a teacher in guiding his students to always memorize the Qur'an from an early age. It is the teacher's hard effort that determines the success of a student in memorizing the Qur'an. This study aims to analyze the strategy of tahfizh teachers in improving students' Qur'an memorization skills. This study uses a qualitative method with a phenomenological approach. The research subjects were teachers and students. Collecting data using the method of observation, interviews and documentation. All interview results were analyzed theoretically using techniques Analysis Interactive Model Miles & Huberman, namely data collection, data reduction, data presentation and drawing conclusions. The results of the data analysis found that there were six strategies carried out by the teacher in improving students' Qur'an memorization skills, namely; i) Using various methods, such as *talaqqi*, *tasmi'* and *takriri*, ii) Applying the ODOA method (one day one ayat), iii) Guiding students to routinely *Muraja'ah*, iv) Always motivating students to improve their memorization of the Qur'an, v) Giving rote assignments and punishments to students, vi) The teacher corrects students' reading. The results of this study can be used as initial data for future researchers to examine this issue in different contexts and issues.

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## INTRODUCTION

The Qur'an is a guide or guideline for life of Muslims (Zannah, 2020; Syekh, 2019). The Qur'an has many features. Among these features is the language structure which is unique and easy to understand (Anshari & Rahman, 2021). No one can make an exact match and no one can manipulate the meaning of every word in the Qur'an which contains the truth of its meanings which are understood by humans even though their levels of understanding are different (Dobzhansky, 2013).

Prophet Muhammad SAW, written in Arabic so that its contents are understood and remembered always, delivered in mutawatir, written in mushaf, starting from surah al-Fatihah and ending with surah an-nas and is worth the reward when reading it (Achfandhy, 2021; Sarman, 2019). One of the miracles of the Qur'an is that its authenticity has been preserved and has not changed in the slightest since it was first sent down on the night of the 17th of Ramadan, 14 centuries ago until the end of the world (Zain, 2021).

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In addition, the authenticity of the Qur'an has been guaranteed by Allah SWT as His word in Q.S al-Hijr: 9.

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

The meaning: "Surely We are the ones who sent down the Qur'an and verily We truly preserve it" (QS. Al-Hijr/15: 9).

This verse explains that Allah SWT guarantees the purity and sanctity of the Qur'an forever (Sarman, 2019). To preserve the Qur'an, concrete efforts are needed. Not only by reading fluently, but Muslims are highly encouraged to memorize, contemplate its content and meaning and practice it (Hamidon et al., 2021). It is not permissible for the Qur'an to be left alone as a display, but must be preserved in the memorization of Muslims as an effort to maintain the purity of the Qur'an (Anwar, 2017).

Memorizing the Qur'an is an activity that contains many benefits and gives glory before Allah SWT (Amani et al., 2021; Suardi & Rudiyanto, 2021). In addition, memorizing the Qur'an is not as easy as turning the palm of the hand (Zamzamy et al., 2018). It takes seriousness to memorize it, it takes synergy between a strong will, having a mentor and choosing the right method. The method used must include the ability to memorize the Qur'an itself, namely: mastering tajwid, *makharijul* letters and tartil to achieve learning objectives correctly in order to obtain a high degree in the sight of Allah SWT (Nidhom, 2021; Rahayu et al., 2020).

Memorizing this noble kalamullah is something every Muslim really needs, especially when reciting prayer readings (Oktapiani, 2020). This should become a habit for Muslims, in order to increase faith and piety to Allah SWT, obtain peace of mind which then becomes medicine for all the problems of the people (Yusron, 2018). Allah SWT has made it easy for Muslims who have the desire to memorize the Qur'an (Agustina et al., 2020). The motivation for memorizing the Qur'an has been explained in the Qur'an. Word of Allah SWT in QS. al-Qamar verses 22:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

The Meaning: "and indeed We have simplified the Qur'an for learning. So are there people who take lessons?" (Q.S. al-Qamar: 22).

The verse explains the ease in memorizing the Qur'an. If there are human beings who try hard to memorize it, then Allah will provide convenience and help for him (Salamah, 2018). The process of memorizing the Qur'an is easier than maintaining the memorization. There are many complaints from memorizers of the Qur'an that at first their memorization was smooth and good, but over time the memorization faded from memory. This problem occurs because there is no maintenance or it is rarely repaired (Husna et al., 2021). Therefore, in order to improve the quality of memorization, appropriate methods are needed. In this case a supervising teacher is urgently needed as a figure who will motivate, guide and correct students' reading of the Qur'an, both from the science of recitation, short length, *makharijul* letters or introducing easy methods and ways of memorizing (Azizah et al., 2021; Herlina et al., 2021). To become a tahfidz supervising teacher is not an easy matter because it takes the teacher's hard work to create new innovations in increasing students' memorization in the form of separate methods and strategies (Ma'mun, 2019).

As explained above, parents have an important role in educating their children, especially creating an environment for children who are close to the Qur'an and able to memorize the Qur'an. If the Qur'an is already in the hearts of children, it is certain that their behavior will also be like the Qur'an (Slamet, 2021; Hasanah & Hamamy, 2021). Al-Khatib al-Baghdadi said:

"Every student of knowledge should start by memorizing the Qur'an, because the Qur'an is the noblest science and the one that deserves priority".

The Qur'an is always easy to learn, but with the condition that there is a willingness and genuine effort to learn it (Mubarokah, 2019). This is evidenced by the students of the Rumah Tahfidz Darul Hufadz. At their young age, they are able to memorize the Qur'an.

Not only because of the guidance facilitated by the tahfidz house, of course it's also inseparable from the role of parents who always motivate their children to memorize the Qur'an. The tahfidz Qur'an program is the most superior program. Students studying at the tahfidz house within three years have a target of memorizing 10 juz.

Based on the description above, the writer is interested in conducting research in the form of a journal with the title "*Strategy of Tahfidz Teachers in Improving Students' Ability to Memorize Qur'an*". This study aims to analyze the strategies carried out by tahfidz teachers in improving students' Qur'an memorization abilities at the Rumah Tahfidz Darul Hufadz.

As the author has stated in the background section of this article, that the ability to memorize the Qur'an in students cannot be separated from the efforts or tips of a teacher in guiding students to be able to memorize verses of the Qur'an (Hakim et al., 2020). Of course, the ability of students to memorize verses of the Qur'an is not the same, because a person's memory is different, some in the near future catch on to memorization quickly and some are slow to catch on to memorization (Supriono & Rusdiani, 2019). All of this is inseparable from the motivation of a teacher who always gives enthusiasm and encouragement to students to routinely memorize and memorize the Qur'an (Syatina et al., 2021; Jamjami et al., 2020).

Research related to the tahfidz teacher's strategy in improving students' Qur'an memorization skills has been widely studied by previous researchers, but previous studies only focused on the urgency of applying the talqin method in improving students' Qur'an memorization abilities. While research that specifically addresses the strategy of tahfidz teachers in improving students' Qur'an memorization skills has not been found much. The fundamental difference between this research issue and previous research issues is that the researchers previously examined the efforts of tahfidz teachers in improving the quality of students' memorization of the Qur'an in public schools. Meanwhile, the issue of this research discussed the strategy of the tahfidz teacher in improving students' Qur'an memorization skills at the Rumah Tahfidz Qur'an institution.

## METHODS

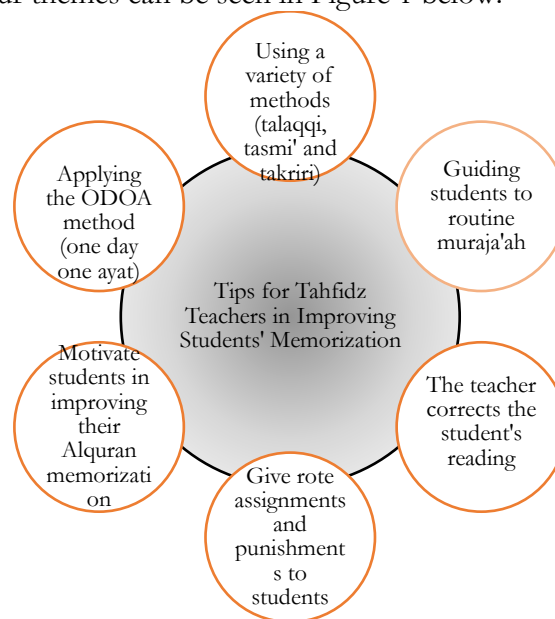
This study uses a qualitative research method with a phenomenological approach. Qualitative research is a type of research approach that uses a scientific paradigm in social science according to phenomenological theory with the aim of studying social problems in an area holistically from the point of view of the object being studied (Norfai et al., 2021). Meanwhile, the phenomenological approach is a qualitative methodology that seeks to explain the meaning of several people's life experiences regarding a concept or symptom, including one's self-concept or outlook on life (Ansahrizal & Sihotang, 2023). In general, this research method is used to analyze the tahfidz teacher's strategy in improving students' Qur'an memorization skills at the Rumah Tahfidz Darul Hufadz, Padang. The tahfidz house was chosen as the research location because the researchers were interested in studying more deeply the tahfidz teacher's strategy in improving their students' Qur'an memorization skills.

The research subjects were teachers and students. The selected informants met four criteria, namely understanding well the problems under study, being active in the field being studied, having time to provide information to researchers, and providing information in accordance with the facts that occurred in the field (Anwar et al., 2017; Zamzami, 2021). To fulfill the criteria as an informant, all informants are teachers and students. Data collection techniques used are observation, interviews and documentation. The data analysis technique used to analyze problems that have been previously formulated uses an interactive analysis model, which was developed by Miles and Huberman. Interactive analysis techniques consist of four components of analysis, namely Data Collection, Data Reduction, Data Presentation and Conclusion Drawing.

## RESULT AND DISCUSSION

Based on the results of interviews conducted with four informants, the real analysis

found that there were four important themes regarding the tahfidz teacher's strategy in improving students' Qur'an memorization skills at the Rumah Tahfidz Darul Hufadz, Padang. The four themes can be seen in Figure 1 below:



**Fig 1. The Strategy of the Tahfidz Teacher in Improving Students' Qur'an Memorization Skills**

Based on the picture, the author can explain that after holding in-depth interviews with informants, there are six strategies for the tahfidz teacher in improving students' Qur'an memorization skills at the Rumah Tahfidz Darul Hufadz, Padang. The six themes are: i) Using a variety of methods, namely *talaqqi*, *tasmi'* and *takriri*, ii) Applying the ODOA method (*one day one ayat*), iii) Guiding students to routine *Muraja'ah*, iv) Motivating students in correcting their Qur'an memorization, v) Giving rote assignments and punishments to students, vi) The teacher corrects students' reading.

To make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the six themes described above. The description of the interview that the author will display is a brief statement excerpt from the informant when the interview was conducted. Although the interview excerpts were delivered in a slightly different language, they actually have more or less the same purpose and intent.

First, using a variety of methods (*talaqqi*, *tasmi'* and *takriri*). According to the informant, one of the tahfidz teacher's strategies in improving students' Qur'an memorization skills is by varying the *talaqqi*, *tasmi'* and *takriri* methods. The *talaqqi* method is in the form of teaching where the teacher and students face each other directly while studying. The teacher reads the verse first then followed by the students. If students repeat the verse over and over, over time it will be easy to memorize (Qawi, 2017). Meanwhile the *tasmi'* method is the method of memorizing Qur'an verses by means of the teacher playing Qur'an recitations to students through speaker tahfidz (Ifadah et al., 2021). This method is very suitable for children aged 3-6 years, because they cannot yet read the Qur'an. It is different from the *takriri* method, namely memorizing by repeating the verses you want to memorize (Najib, 2018). This theme was stated by four informants as excerpts from the interview below:

*... I use the talaqqi method where teachers and students face each other directly while learning. The teacher reads the verse first and then the students follow (1). ... We apply the method of memorizing by repeating the verse you want to memorize. We are familiar with the takriri method (2). ... I use the tasmi' method to make memorization easier to stick in students' memories, namely with the media of murattal speaker (3). ... I use the tasmi' method because it was inspired by the Hafidz Qur'an broadcast on RCTI. Where small children, even blind children can memorize the 30 juz Qur'an easily thanks to listening to tahfidz speaker (4).*

Second, that is to apply the ODOA method (*one day one ayat*). According to the informant, one of the tahfidz teacher's strategies in improving students' ability to memorize the Qur'an is the method of memorizing the Qur'an by memorizing one verse for one day until it is completely memorized by rote (Arifin et al., 2020). Memorization starts from Juz 30 from an-naba' letter to an-nas letter. If a student can memorize more than one verse a day, so much the better. This method is very suitable for students who are new to memorizing the Qur'an and only have a little memorization because it is very easy to apply to make students consistent in memorizing the Qur'an while at the same time making students' memory develop very well (Fatmawati, 2019). This proves that teachers do not force children to quickly memorize the Qur'an because each child has different memorization abilities (Hoechner, 2011). The most important thing is not how many verses we memorize, but how consistent we are in memorizing the Qur'an every day (Nurbaiti et al., 2021). This theme was stated by four informants as excerpts from the interview below:

*... I always target that student at least in a day can memorize one verse of the Qur'an. Starting from chapter 30 of the letter an-naba' to the letter an-nas (1). ... We implement a one-day one-verse program so that students are consistent in memorizing the Qur'an everyday (2). ... We are working on the one day one verse method with the aim of training children's memory in memorizing the Qur'an so that it develops properly (3). ... For memorizers of the Qur'an, what is important is not how many verses are memorized, but how consistent students are in memorizing the Qur'an everyday (4).*

Third, guiding students to routine *Muraja'ah*. According to the informant, one of the tahfidz teacher's strategies in improving students' Qur'an memorization skills is to always repeat rote memorization regularly. This is intended so that the memorization is always embedded in memory and students do not forget the memorization (Ilyas, 2020). *Muraja'ah* activities can be done whenever and wherever we are. *Muraja'ah* is the key to success for memorizers of the Qur'an and keeps them consistent and consistent in maintaining memorization (Alaydrus, 2019). Especially if *Muraja'ah* is done together, it will make students more enthusiastic and motivated to improve the quality of their Qur'an memorization. This theme was stated by four informants as excerpts from the interview below:

*... The purpose of Muraja'ah is so that students do not forget their memorization and memorization will quickly be embedded in their memory (1). ... Muraja'ah is an important thing in memorizing the Qur'an. Because if memorization is never repeated, it will quickly disappear and be forgotten (2). ... For me, this Muraja'ah can strengthen memorization and is the key to the success of hafidz in memorizing the Qur'an (3). ... Muraja'ah memorization is very useful so that memorization is maintained consistently every day. Here we occasionally hold joint classes for Muraja'ah together so that they are more enthusiastic about repeating memorization (4).*

Fourth, motivating students in improving their memorization of the Qur'an. According to the informant, one of the tahfidz teacher's strategies in improving students' ability to memorize the Qur'an is to always motivate and encourage students to memorize, which can be in the form of praise and advice so that students are even more motivated to compete in goodness and always love the Qur'an. Because love for the Qur'an according to what has been explained in the hadith of the Prophet SAW can lead us to the heaven of Allah SWT (Awang et al., 2017). In addition, the teacher also holds Qur'an motivational seminars by bringing in reliable motivators who are also hafidz Qur'an who can later share their knowledge and motivations in memorizing the Qur'an. If students reach the memorization target and get the highest score, the teacher will reward them in the form of prizes, such as the Qur'an, mukena, digital prayer beads or other attractive prizes that can make them even more racing in memorizing the Qur'an (Asyari, 2020). This theme was stated by four informants as excerpts from the interview below:

*... We always motivate students to memorize the Qur'an, in the form of praise, such as: "...MashaAllah, this is good memorization, please keep it up" (1). ... We always invite students to love the Qur'an, because with love for the Qur'an we will be given a ticket to the heaven of Allah SWT (2). ... Sometimes, we hold Qur'an motivational seminars by bringing in motivators who also memorize the Qur'an so that students have the opportunity to gain knowledge from these great*

*motivators (3). ... Giving prizes can motivate students to memorize because they will compete to be the best (4).*

Fifth, giving rote assignments and punishments to students. According to the informant, one of the tahfidz teacher's strategies in improving students' Qur'an memorization skills is by giving them rote assignments which usually consist of 3 to 10 lines of Qur'an verses. With this memorization task, students will be trained to be able to carry out their responsibilities independently so they can improve their memorization of the Qur'an (Hariyani & Rafik, 2021). By giving rote assignments, students will be motivated to compete in increasing their memorization. Meanwhile, punishment will be given by the teacher if students do not reach the target of memorization. The punishment is in the form of standing in front of the class holding the Qur'an to complete the memorization task in the presence of other students. This is intended so that students feel ashamed and deterrent and do not repeat similar mistakes. This theme was stated by four informants as excerpts from the interview below:

*... We are given the task of memorizing 3 to 10 lines of verses of the Qur'an. This can help students to improve their memorization (1). ... Our goal is to give rote assignments to students so that they are able to complete assignments and can try independently to achieve their assigned memorization targets (2). ... In order for students to have a sense of responsibility towards memorizing assignments, we apply penalties for those who are unable to memorize the verses that have been assigned (3). ... Giving assignments can train children to be able to complete tasks according to the targets given by the teacher. While sanctions are given to those who are lazy and cannot reach the assigned memorization target (4).*

Sixth, that is the teacher corrects the student's reading. According to the informant, one of the tahfidz teacher's strategies in improving students' Qur'an memorization skills is by always correcting student readings such as short lengths, *makharijul* letters based on the provisions of tajwid science. If students pronounce the *makharijul* letters wrong, then the meaning of the verse will be wrong. Students will find it easy to memorize if the Qur'an reading is correct (Ulumiyah et al., 2021). Conversely, students will find it difficult to memorize the Qur'an if the reading is wrong so that their memorization is not optimal. This theme was stated by four informants as excerpts from the interview below:

*... The teacher should correct the short length of the student's reading and his makbraj based on the provisions of tajwid science (1). ... We will correct students' readings that are still not good. Because the meaning of a verse will be different if the makbraj is read incorrectly (2). ... For students whose reading is still not good, then I will correct the reading until their reading is good and then I instruct them to continue the next verse (3). ... By justifying reading, students can read and memorize properly and correctly. But if it has been corrected it is still wrong then we will provide an example of each reading of the verses (4).*

From the discussion above, we can see that there are six tahfidz teacher strategies in improving students' Qur'an memorization skills at the Rumah Tahfidz Darul Hufadz, Padang. The six themes are: i) Using a variety of methods, namely *talaqqi*, *tasmi'* and *takriri*, ii) Applying the ODOA method (one day one ayat), iii) Guiding students to routine *Muraja'ah*, iv) Motivating students in correcting their Qur'an memorization, v) Giving rote assignments and punishments to students, vi) The teacher corrects students' reading. Therefore, the role of a creative and innovative tahfidz teacher is needed in guiding his students to memorize verses of the Qur'an. Teachers must use a variety of methods so that the tahfidz learning process can run smoothly. What's more, the teacher must model correct reading to students and correct each student's reading. In addition, the motivation to memorize the Qur'an is also very necessary in order to increase students' abilities and desires in memorizing the Qur'an (Yusoff, 2021).

## CONCLUSION

This research has succeeded in uncovering six tahfidz teacher strategies in improving students' Qur'an memorization skills at the Rumah Tahfidz Darul Hufadz, Padang. The six

strategies are using various methods, such as *talaqqi*, *tasmi'* and *takeriri*, applying the ODOA method (one day one ayat), guiding students to routinely *Muraja'ah*, always motivating students to improve their memorization of the Qur'an, giving memorization and punishment assignments to students and the teacher correcting student reading. Indeed, for a memorizer of the Qur'an, a creative and innovative teacher is needed who always guides and directs students to always read, memorize and even recite their memorization regularly. This is because becoming a memorizer of the Qur'an is not an easy thing, but requires a very long process and earnest determination. Because the blessing of this sincerity can lead someone to be able to memorize 30 chapters of the Qur'an easily and always make someone to be istiqamah in the way of Allah SWT. At least this research can be used as a guide and reference for future researchers to examine this issue in different contexts and issues.

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