Integration of Wafa Method with Quantum Teaching Learning Model: The Smart Way to Educate Learners to Memorize the Quran

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Abstract

The right method is needed to facilitate the process of memorizing the Quran effectively and enjoyably. Without an appropriate method, the achievement of memorization can be hampered both in quality and consistency. This study aims to explore how the implementation of the wafa method and the Quantum Teaching approach in memorizing the Quran. This research method uses descriptive qualitative research method through case study approach. The research informants totaled nine informants consisting of the principal, vice principal of the curriculum section, coordinator of the wafa method, Quran teacher, and five student representatives from each level. Data collection techniques were carried out through observation, interviews and documentation. Data analysis techniques use Milles and Huberman and Saldana theoretical techniques which include data collection, data reduction, data presentation and conclusion drawing. Data validity techniques were carried out through source triangulation and technique triangulation techniques. The results of the research implementation show that i). Program planning begins with preparing Teaching Modules, Syllabus, Semester Program, Annual Program and Wafa Method Companion Book, ii). Program implementation includes opening, experience, material planting, assessment and closing (5P) through the application of the *Tanamkan, Alami, Namai, Demonstrasikan, Ulangkan and Rayakan* (TANDUR) strategy as an effort to increase students' learning participation through kinesthetic methods, iii). Learning evaluation. The implications of this study indicate that the application of the Wafa method and the Quantum Teaching approach is able to create a more structured, fun, and participatory learning process for memorizing the Quran. The benefits are seen in the increase in motivation, emotional involvement, and memory of students, which overall contributes to the achievement of Islamic religious education goals more optimally.

INTRODUCTION

The Wafa method is one of the right-brain-based Quran learning approaches that combines visual, audio, and kinesthetic elements. This method is systematically designed so that students can memorize the Quran more enjoyably, effectively, and deeply. This approach not only emphasizes memorization skills, but also pays attention to aspects of emotion, character, and active involvement in the learning process, so it is suitable for children to adolescents (Septina et al., 2023; Khoirulloh et al., 2023).

The use of the Wafa method is necessary because many students have difficulty in maintaining long-term memorization, feel bored quickly, and do not understand the meaning of the memorized verses. This method is able to present a more lively and varied learning atmosphere through singing techniques, role playing, and movements that involve all senses. This is important to increase students' emotional attachment to the Quran, and make the memorization process more meaningful and sustainable (Mudzakkir et al., 2024).

Conventional methods in memorizing the Quran that are still dominant in some educational institutions are generally monotonous, focusing only on oral repetition of memorization without affective approaches or variations in methods. The lack of innovation and active involvement of learners causes the memorization process to feel rigid and burdensome. As a result, many students experience boredom, difficulty in maintaining memorization, and weak understanding of the content of the memorized verses. This situation demands a more holistic method update, one of which is through the application of the Wafa method (Romli & Sofa, 2025).

Government Regulation of the Republic of Indonesia number 55 of 2007 concerning religious education and religious education is a reinforcement of previous legislation that gives legitimacy to the development of various creative and innovative teaching methods for religious learning, such as the application of the Wafa method (Alimin, 2022; Nurkhalizah et al., 2024). The implementation of the Wafa method is not limited to strengthening the memorization aspect, but also includes aspects of understanding and implementation of various religious values contained in each verse in everyday life, this matter indirectly becomes a juridical basis or foundation in its application in the educational environment (Muzaiyanah et al., 2023; Sari & Wahyuni, 2024).

The Quran as the first source of law in Islam has a central position in shaping aspects of Muslim beliefs and practices. The content of the teachings in it is not only normative, but also applicable, including commands, prohibitions, and ethical values that guide life. One strong foundation regarding the authority and purity of the Quran can be found in Surah Al-Hijr verse 9, where Allah SWT says:

$$\text{اِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَاِنَّا لَهُ لَحٰفِظُوْنَ}$$

Meaning: *Indeed, it is we who have sent down the Quran, and indeed we have preserved it.*

In Tafsir al-Jalalayn, this verse explains that Allah explicitly emphasizes His role as the only One who revealed the Quran and preserved it from any form of change, distortion, or deviation, both in lafaz and meaning. This assertion shows that the Quran is preserved in its authenticity throughout the ages as an authentic guide to life for mankind. Therefore, all forms of learning, practicing, and memorizing the Quran are part of an effort to welcome the divine responsibility that has been promised by God himself. In the context of education, this is the basis for the importance of strengthening religiosity

through learning activities based on the Quran, including efforts to foster students' memorization skills with appropriate and meaningful methods.

The matter contains a direct guarantee by Allah SWT relating to the authenticity of its contents so as to demand the faith of Muslims to believe in it and there is no difference from the beginning to the present. Abi al-Hasan in tafsir mawardi explains if there are three (3) words related to eating guarding. i). The existence of guarding the Quran until the Day of Judgment as expressed by ibnu Jarir, ii). Guarding the Qur'an from Satan who wants to eliminate the truth and add falsehood as interpreted by Qatadah, iii). Guarding the hearts of everyone who wants good and eliminates the desire for evil (Gunawan et al., 2022). On the other hand, in the interpretation of ibnu Ajibah, it is revealed that the meaning of the word maintenance is that Allah SWT will provide care for the Quran through the memorizers of the Quran (*Qurra'*) (Habibi et al., 2020).

Based on the interpretation of these scholars, it can be seen that the existence of the Quran must be maintained and maintained its authenticity from the desecration of each verse as has been carried out by the memorizers of the Qur'an. Shihab (2017) reveals that the various explanations that have been described in each verse of the Quran contain lessons that must be learned and paid attention to and are very useful for everyday life. Memorization of the Quran is important in the implementation of Islamic education in the form of worship or preservation of its purity, this matter contributes to the planting of morals formed from the strong spirituality or religiosity of students so that it can become the foundation for the development of the Quranic generation (Nofhendri & Fadhlurrahman, 2024).

Wafa is a comprehensive Quran teaching system that includes recitation, tahfidz, translation, tafhim and tafsir (5T), fun and easy. The content of the comprehensive 5T is an effort to produce a generation that is not only able or capable of reading the Quran properly, but also participates in it, namely related to memorization, understanding and implementation of the various meanings contained in each verse in everyday life (Engkizar, Sarianti, et al., 2022). The implementation of the method is carried out through the right brain so that learning can be easily passed, fun for every student, especially those who are still in their youth when compared to the use of the left brain in the learning process so as to foster a sense of love for the Quran.

The wafa method is also guided by the standard learning system and is equipped with a calculation of the learning style of students which includes auditorial, visual and kinesthetic which has the distinctiveness of hijaz tones in each reading (Ridwan & Awaluddin, 2019). However, what needs to be underlined is that in the Wafa method there are advantages that have a significant positive impact on its optimal implementation by every educator so that it can be easily implemented to obtain optimal results because this matter is crucial (Aslamiah et al., 2024).

The reality in the implementation of Quran learning is often encountered various obstacles and challenges, one of which is caused by the lack of a variety of learning methods that make the learning process feel monotonous, less interesting, and not in accordance with the characteristics of students. This condition has an impact on the low motivation and effectiveness in memorizing the Quran, especially at the elementary school level. This phenomenon attracts the attention of researchers to further explore the application of the Wafa method combined with the Quantum Teaching approach to create a learning atmosphere that is fun, interactive, and in accordance with the needs of child development. This study aims to explore

how the implementation of the Wafa method and Quantum Teaching in memorizing the Quran.

The benefit of this research is to contribute to the development of adaptive and contextual memorization learning strategies. The advantage of this research compared to previous research lies in the integration of two approaches at once-the kinesthetic and emotional Wafa method with Quantum Teaching which is based on a holistic learning environment. The novelty of this research is in the effort to present an integrative learning model that is able to optimize the memorization of the Quran through the synergy between methods and approaches that have not been explored simultaneously in the context of basic education.

METHODS

This research method uses descriptive qualitative research methods through a case study approach as a form of effort to gain a holistic understanding of a phenomenon or event found at the research location so that it can be described and described scientifically and easily understood (Moeloeng, 2018; Engkizar et al., 2021; Sugiyono, 2020). The research was conducted in an Islamic elementary school, The research informants totaled nine informants consisting of the principal, deputy principal of the curriculum section, coordinator of the wafa method, Quran teacher, and five student representatives from each level. Data collection techniques were carried out through observation, interviews and documentation (Sugiyono, 2020; Engkizar, et al., 2022; Murniyetti et al., 2023; Engkizar et al., 2021). The data analysis technique uses the Milles and Huberman and Saldana theoretical techniques which include data collection, data reduction, data presentation and conclusion (Miles et al., 2018; Engkizar et al., 2022). Data validity techniques were carried out through source triangulation and technique triangulation techniques.

RESULT AND DISCUSSION

Based on the results of the analysis of the research that has been carried out, the researcher finds that in an effort to improve the memorization of students through the Wafa method with the quantum teaching learning model through planning, implementation and evaluation.

Planning for Improving Learners' Memorization through the Wafa Method with the Quantum Teaching Learning Model

Planning is a series of thinking processes so that it can arrange various steps that have been arranged as a form of effort to obtain the wishes to be obtained, in a plan that has determined the methods, media and goals to be obtained as well as its implementation until the evaluation stage through empowering the resources owned or needed.

The planning of the quantum teaching learning model using the wafa method as a form of effort to improve the memorization ability of students is structured using an interactive and fun approach and adjusts to the level of students' needs. The quantum teaching model focuses on realizing learning experiences by motivating and including students' senses in learning in the hope of memorizing mechanically and linking it to understanding and implementation in everyday life.

Based on the results obtained from the implementation of interviews, observations and documentation, at the planning stage the teacher designs a lesson plan through the use of combining confensional learning methods that have been recommended in general with the wafa method so that it can insert

auditorial, visual and kinesthetic aspects and is tailored to the level of needs and characteristics of students as contained in the teaching module, syllabus, semester program and annual program and companion book of the wafa method. The combination of these methods is done considering that the wafa method is a special method for memorizing the Quran with a focus on the regularity of pronunciation and hearing the reading. There are several steps that have been designed by the teacher in preparing the lesson plan contained in the teaching module in the following;

First, preparing the classroom environment as a means of supporting memorization so as to create a pleasant and comfortable environment. At the planning stage, teachers have designed the conditions of the learning environment for students as a form of effort to ensure that the series of learning processes can be carried out properly as in the tahfidz curriculum.

Second, they arrange learning activities that are varied and involve the five senses of students so that they make it easier to memorize. The implementation plan that has been prepared is designed in such a way as a form of optimizing the implementation of supporting students' memorization through multisensory techniques that prioritize structured and continuous repetition so that not boring.

Quantum teaching through the wafa method as a learning model is not just a technique, it emphasizes a main approach related to the spirituality of teachers and students (Asriannor & Aini, 2023). As a facilitator, the teacher is not limited to teaching memorization alone but also provides an understanding of the meaning and morality of the various verses contained in the memorization, so that it can indirectly integrate between memorization and behavior so that they realize that memorization is not limited to knowledge alone but has an obligation to be able to apply it in everyday life (Romi et al., 2024).

The kinesthetic method planned as a learning model for students as a form of effort to provide comfort in learning so that they can follow every movement when chanting the verses being studied and make it easy for students to remember them on an ongoing (Aniah et al., 2023). The maturity of the planning that has been prepared is expected to provide an effective and efficient learning environment for students. Planning does not just aim to improve memorization alone, because planning can guide the implementation of learning more directed so that it can achieve the goals that have been planned previously (Hukamak & Ummah, 2022).

The design of quantum teaching as a learning model is adjusted based on various principles that are guided and involve the surrounding environment as a learning medium so that it can go through an effective and efficient learning process in terms of learning curriculum design, material delivery or facilitating students (Usni et al., 2019). In this model based on the approach of bringing learners to the expected world and delivering them to the world they want so that it can be the basis of strategies, beliefs or models in learning so that they can understand the learning styles and characteristics of students more easily so as to achieve the goals that have been set (Karlaely, 2023).

Implementation of the Wafa Method with the Quantum Teaching Learning Model in Improving Students' Memorization

Implementation is a form of program implementation that has been designed previously, the form of implementation is the realization of the plan to strive for the achievement of the previously set targets. Implementation of the quantum teaching learning model using the wafa method as previously

designed is a form of effort to create a learning process experience that is fun, interactive and has a certain meaning to the memorization of the Quran.

Based on the results obtained from interviews, observations and documentation that have been obtained from the implementation of the research, it can be seen that in the implementation stage of the quantum teaching learning model using the wafa method, which begins with the teacher's efforts to build the conduciveness of the learning space by opening the priming technique as an opening activity, the matter is an introductory activity that draws attention to the various values contained in each content of the Quranic verse so as to increase its focus, in the priming technique there are also small game activities or light discussions related to the memorization of students.

Then in the core activities, quantum teaching using the wafa method is implemented with various aspects of the VAK learning model (visual, auditory and kinesthetic). In this activity, the teacher guides students by listening and listening to the readings that are pronounced by students repeatedly and continuously through audio that has been adapted to the laws of tajwied reading and a good and correct tone. Furthermore, after the listening activity, students imitate the reading through the guidance of the teacher. As an effort to increase the concentration of students, a teacher utilizes visual aids which include flashcards or whiteboards that are different colors as a sign of each part of the verse as a form of increasing students' memory of the arrangement of verses that are easy to remember.

The implementation of the kinesthetic approach is carried out as a form of effort to help students be more comfortable accompanied by certain movements. In this activity, students are invited to recite the memorization they memorize along with hand movements and make certain body signals in each verse as a form of aiming to be able to improve their memory through physical activities. While on the other hand, the quantum teaching learning model using the wafa method is a collaborative learning condition that has an impact on the paired activities of students in small groups so that they listen to each other and correct the overall memorization of students. Through this learning process, students not only chant and recite but also provide mutual assistance, build skills socially and increase students' confidence through peer appreciation.

While in the final activity, reflection and simple evaluation activities are carried out as a form of effort to develop the memorization of each student. Teachers give appreciation to students who have obtained their memorization targets verbally or in writing in the form of symbols or certificates. This form of appreciation has a function in increasing the motivation of students internally from within so that they continue their memorization. The provision of constructive feedback requires continuous improvement of students' memorization and reading and motivates them to train themselves consistently and continuously when accompanied by student guardians.

Sustainably, teachers carry out summative and formative tests to assess the level of progress of students so that they can provide additional value to students who need it. While on the other hand, the implementation of quantum teaching using the wafa method is accompanied by weekly activities, which in these activities are expected to be able to obtain targets that have been determined on an ongoing basis for the level of memorization of students. All of these activities must be monitored comprehensively so as to ensure that the implementation of learning methods that have been implemented so as to

obtain the results as expected so as to foster a love of memorizing the Quran of students and build spiritual closeness.

In depth, the implementation of quantum teaching using the wafa method is passed through several stages that have been designed very neatly so as to ensure the continuity of memorization sessions so that they are carried out in an interesting and effective way for students. This requires a clear and easy-to-understand daily program planning that requires students to complete individual targets for memorization of students which has an impact on the approach and memorization that is implemented and adjusted to the learning style and speed of each individual student. This indicates greater opportunities for a series of memorization processes with greater opportunities for adaptive personalized approaches that reduce pressure and increase interest.

Quantum teaching using the wafa method as a learning model combines various multisensory techniques that require the recitation that learners memorize not only listening but also repeating simultaneously so that they can focus on emphasizing rhythm, tajweed reading laws and appropriate pronunciation (Syarifuddin, Jufri, et al., 2023). The application of auditory techniques can indirectly provide assistance to learners in understanding various sound patterns consistently so that they can familiarize themselves with the structural verses contained in the Qur'an through repetition of various collective memorizations before asking learners to carry out these activities individually and foster self-confidence (Mutathahirin et al., 2022).

Nasution (2023) revealed that the benefits provided from the utilization of the right brain in the implementation of quantum teaching as a learning model can store students' memories in a longer period of time so that the application of the wafa method is expected to have informative and entertaining properties. While on the left side of the brain tends to be related to human ratios or logic contained in reading and writing activities so that it becomes the focus of math learning which inserts a lot of calculations after carrying out logical analysis (Mendrofa et al., 2022).

The implementation of the quantum teaching learning model through the wafa method is considered an idealistic method because it focuses on emphasizing peer cooperation and on the teacher as a guide to achieve common goals (Hasna et al., 2024). This matter offers a synthesis of various things that have long faded in the scope of education that emphasizes the use of the right brain so as to maximize the memorization potential of students as contained in TANDUR activities (*Tumbuhkan, Alami, Namai. Demonstrasikan, Ulangi dan Rayakan*) which are a medium of hope for a more effective and efficient learning process (Hermiyati et al., 2023).

Evaluation of the Wafa Method with the Quantum Teaching Learning Model in Improving Students' Memorization

Evaluation is a series of assessment processes or measurements of a form of activity, individual or program that has been implemented. The implementation of the evaluation is carried out as a form of effort to be able to know the level of achievement of the program that has been implemented so that it can make improvements and adjustments in the future. Based on the results obtained from interviews, observations and documentation that have been carried out, it can be seen that at the evaluation stage the implementation of quantum teaching using the wafa method is carried out on a daily, weekly and monthly basis after implementing the model design that has been adjusted previously at the learning process stage.

The form of daily evaluation is carried out as a form of effort to be able to provide direct supervision of the overall sustainability of students' memorization activities. Providing the same opportunity for all students provides identification of the level of difficulty that may be experienced by

students, for example, inaccurate application of tajweed reading laws, verse order or rhythm. The teacher pays attention to various aspects related to providing assistance to the level of difficulty of students by giving feedback directly after depositing their memorization through the accuracy of the reading and the fluency of the memorization.

Daily evaluation is carried out by providing direct supervision of memorization achievements. Teachers provide equal opportunities for all learners to deposit memorization, which is then followed up with feedback related to tajweed, rhythm, and verse order (Syarifuddin, et al., 2023). This evaluation is not only corrective, but also diagnostic to recognize learners' individual difficulties. According to Akbar & Hermiati (2022), direct personalized feedback has been shown to increase learners' emotional attachment to the learning process, thus strengthening memorization retention. Teachers play an important role in providing continuous guidance by utilizing the multisensory elements of the Wafa method and the principles of Quantum Teaching.

In the weekly evaluation, individual and group memorization tests are conducted. The teacher observes the extent to which memorization mastery has developed, as well as identifying reinforcement needs based on learners' learning styles (visual, auditory, kinesthetic) as described in the VAK principle (Mutathahirin et al., 2022). This evaluation also serves as a medium for joint reflection, both for teachers and learners in understanding the dynamics of memorization achieved. Teachers provide reinforcement through repetition of memorization tailored to the peculiarities of each learning, so that this approach becomes more contextual and adaptive (Nasution, 2023). Weekly evaluations not only evaluate memorization output, but also encourage collaboration and peer learning motivation.

Monthly or semesterly evaluations are summative and formative. In this stage, learners are tested to link the various verses that have been memorized in the form of a longer series, which also measures the long-term retention of the memorization that has been achieved. This evaluation is also the basis for reporting to parents in a transparent manner to monitor the continuity of memorization at home (Mutathahirin et al., 2022). This structured evaluation allows teachers to evaluate not only the results of memorization, but also the effectiveness of the Quantum Teaching approach and the Wafa method as a whole. Evaluation is also an instrument for improving learning strategies, so that the memorization process becomes more fun, challenging, and progressively measurable (Permana et al., 2024).

The structured periodic evaluation that has been prepared beforehand is reviewed as a whole to determine the effectiveness of the learning process (Istiqomah, 2024). This form can be reviewed from the level of achievement that has been obtained, and if necessary, various adjustments are made again so that a more effective approach can be made to a more optimal, effective and efficient technique (Permana et al., 2024). The results of the evaluation become the basis for a teacher to be able to make improvements in the next activity so as to get better results on an ongoing basis and experience improvement and in accordance with the ability of students' learning styles (Taqiyuddin et al., 2024).

CONCLUSION

Based on the results of the research implementation, it can be concluded that the application of the Wafa method through the Quantum Teaching learning model has proven effective in improving students' memorization skills. Careful planning, implementation of learning based on the TANDUR strategy, and the use of kinesthetic methods such as songs and movements can

increase student participation and emotional involvement. Learning evaluation shows that this approach succeeds in strengthening students' memory and learning motivation in memorizing Quranic materials.

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