METHODS OF LEARNING TO RECOGNIZE THE QURAN AT ULUMUL QUR'AN MIDDLE SCHOOL PIDIE JAYA

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Abstract

This study explores the significance of Qur'anic memorization (tahfidzul Qur'an) in developing both academic and character aspects of students at SMP Ulumul Qur'an Pidie Jaya. Employing a qualitative approach, data were gathered through observation, interviews, and document analysis. The findings indicate that the tahfidz program is conducted within a religious boarding environment, integrated with both formal and religious curricula, and emphasizes intensive repetition (taqrir), simaan, muraja'ah, and halaqah. Supporting factors include a conducive environment, teacher support, adequate facilities, and religious motivation. The main constraints involve limited time due to a demanding academic schedule and low student motivation when driven solely by parental pressure. Consequently, the flexibility of memorization methods tailored to students' characteristics, supported by intensive collaboration between the school and the boarding facility, serves as the key to the successful implementation of the Qur'anic memorization program at SMP Ulumul Qur'an Pidie Jaya.

Keywords :*method and Qur'anic memorization,*

1. Introduction

Education has a central role in shaping the character and intellect of students. More than just the transfer of knowledge, education aims to produce individuals who are noble, have intellectual intelligence, and are able to make positive contributions to society. In Islam, education is not only oriented towards academic aspects, but also emphasizes moral and spiritual formation. One form of Islamic education that has strategic value in shaping the character of students is tahfidzul Qur'an(Mukhlis et al., 2024).

1. Memorizing the Qur'an in Islamic Education

Tahfidzul Qur'an is a Qur'an memorization program that has a broader purpose than just memorizing holy verses. This program emphasizes the understanding and practice of Islamic values contained in the Qur'an, so that students are not only able to memorize, but also make the Qur'an a guideline for their daily lives (Shihab, 2013). In the context of education, tahfidzul Qur'an is an effective means of instilling discipline, improving memory, and forming the mental and spiritual of students to be stronger and more resilient in facing various challenges in life.

In various Islamic educational institutions, the tahfidzul Qur'an program has become an integral part of the curriculum, both at the elementary, secondary, and tertiary levels. In addition to forming Islamic character, tahfidzul Qur'an has also been proven to contribute to improving students' academic achievement. Several studies have shown that students who have a habit of memorizing the Qur'an tend to have higher concentration and better thinking skills compared to students who do not participate in the tahfidz program (Zulfiyah et al., 2023). This is because the memorization process trains the brain to work more actively in absorbing and processing information, which ultimately has an impact on improving overall learning abilities.

2. The Importance of Effective Learning Methods in Memorizing the Qur'an

Given the complexity of the process of memorizing the Qur'an, the success of the tahfidz program is highly dependent on the learning method applied. An effective method not only helps students memorize faster and easier, but also ensures that the memorization obtained is maintained in the long term. In various Islamic educational institutions, tahfidz learning methods vary, ranging from the talqin method, the wahdah method, the tasmi' method, to the halaqah method (Khairunnisa, 2018).

SMP Ulumul Qur'an Pidie Jaya is one of the educational institutions that has a special program for memorizing the Qur'an with a structured and directed learning method. This program not only focuses on achieving memorization targets, but also emphasizes the aspects of understanding and practicing the memorized verses. Thus, students are expected not only to memorize the Qur'an mechanically, but also to be able to understand the meaning and moral messages contained therein.(Ariyani et al., 2022).

Developing an effective tahfidz learning method is a challenge for Islamic educational institutions. Given the importance of optimizing learning methods, this study aims to explore the methods applied in tahfidzul Qur'an at SMP Ulumul Qur'an Pidie Jaya and identify supporting and inhibiting factors. By understanding the dynamics of the tahfidz learning process in this school, this study is expected to contribute to the development of more innovative and effective methods in supporting the success of the tahfidzul Qur'an program at the secondary education level.

In addition, the results of this study are also expected to be a reference for other educational institutions that want to implement or develop a tahfidzul Qur'an program. By identifying the supporting factors and obstacles faced in the implementation of the tahfidz program, schools and educators can design better strategies in facilitating students in memorizing and understanding the Qur'an.

2. Method

This study uses a descriptive qualitative approach. This method was chosen because it allows researchers to dig up in-depth information about the experience and practice of learning tahfidzul Qur'an in schools (Moleong, 2018).

a. Location and Subject of Research

This research was conducted at SMP Ulumul Qur'an Pidie Jaya, Aceh, a school that has a main focus on tahfidzul Qur'an education. This school has developed a systematic tahfidz learning program with a structured method.

The research subjects in this study consist of several parties who have important roles in implementing the Qur'an memorization program, namely:

1) Principal – As the leader of the institution, the principal has a role in managing policies and developing the tahfidz program.

2) Tahfidz Teacher – Acts as a teacher and guide in the process of learning to memorize the Qur'an, including determining memorization methods, providing guidance, and evaluating students' memorization achievements.

3) Students – As students participating in the Qur'an memorization program, students are the main focus of the research to understand the effectiveness of the methods applied and the challenges they face in memorizing the Qur'an.

4) Parents of Students – Support their children's success in memorizing the Qur'an through guidance at home and involvement in various programs organized by the school.

b. Data Collection Techniques

This study uses several techniques in data collection to obtain valid and comprehensive information:

1. Observation

• Observations were made directly on the tahfidz learning process in the classroom.

• Researchers observed how the memorization method was applied by tahfidz teachers and how students responded to the method.

• Observations were also made on other supporting programs, such as muroja'ah activities (memorization repetition), memorization deposit systems, and parental involvement in supporting their children's memorization.

2. Interview

• Principal: To understand the policies and systems of tahfidz learning implemented in the school.

• Tahfidz Teachers: To obtain information regarding the methods used, challenges in teaching tahfidz, and evaluation of student learning outcomes.

• Students: To find out their experiences in the tahfidz process, including the obstacles they faced and the factors that helped them in memorizing the Al-Quran.

• Parents: To explore the role of the family in supporting children's memorization at home and how they see their children's development in memorizing the Qur'an.

3. Documentation

• Data collection is carried out through official school documents, including the tahfidz curriculum, learning schedule, learning modules, and the results of student memorization evaluations.

• Documentation photos, learning videos, and student academic records are also used as additional analysis materials.

c. Data Analysis Techniques

The collected data were analyzed using descriptive analytical methods, namely by organizing and interpreting data based on patterns that emerged in the study (Bogdan & Taylor, 1992). The data analysis process was carried out in several stages:

1). Data Reduction

Data obtained from observations, interviews, and documentation are selected to obtain information relevant to the research objectives.

2). Data Presentation

The reduced data is arranged in the form of descriptive narratives, tables, or diagrams to provide a clearer picture of the research findings.

3). Drawing Conclusions

Based on the data that has been analyzed, conclusions are drawn by looking at patterns, relationships between variables, and factors that contribute to success or obstacles in learning to memorize the Qur'an.

With this research method, it is hoped that the research can provide a comprehensive picture of the tahfidzul Qur'an learning method at SMP Ulumul Qur'an Pidie Jaya as well as the factors that support and hinder the effectiveness of the tahfidz program at the school.

3. Results and Discussion
Research result

The results of the study show that SMP Ulumul Qur'an Pidie Jaya applies various methods in learning tahfidzul Qur'an which aims to increase the effectiveness of memorization and ensure that students can memorize well and understand the verses they memorize. The following are the methods used in learning tahfidzul Qur'an in this school:

1. Talqin Method

The talqin method is one of the classic methods in memorizing the Qur'an, where the teacher reads the verses of the Qur'an with correct tartil and tajwid, then the students imitate and repeat them until they memorize them (Shihab, 2013). This process is carried out gradually, starting from short verses to longer verses.

The advantages of the talqin method include:

a. Helping students improve makhraj and tajwid from the start.

b. Makes memorization stronger because it is done with intensive repetition.

c. Makes it easier for students who have an auditory learning style, namely those who find it easier to memorize through hearing.

d. However, the challenges in this method are:

e. Requires the teacher's patience in guiding each student.

f. The memorization process can take longer for students who have low memory or are less familiar with Arabic.

2. Halaqah Method

The halaqah method is a tahfidz learning system in small groups, where students gather in a council or circle and submit their memorization to the teacher or peers.

Advantages of the halaqah method:

a. Increase motivation because students learn in groups and can encourage each other.

b. Helping students understand verses through discussion and collaborative learning.

c. Improves consistency of memorization because students get the opportunity to listen to their friends' memorization, which indirectly helps strengthen their memory.

a. However, the challenges in this method are:

d. Its effectiveness depends on the students' discipline in attending halaqah regularly.

e. Requires teacher supervision so that students remain focused and are not distracted by the surrounding environment.

3. Memorization Deposit Method (Tasmi')

The memorization deposit method or tasmi' is a process in which students periodically deposit their memorization to the teacher. The teacher then assesses the memorization based on three main aspects:

a. Fluency of memorization Can students memorize without mistakes or do they need repetition?

b. Reading fluency Does the student read with correct makhraj and appropriate recitation?

c. Quality of memorization How strong is the student's memorization in the long term?

Advantages of this method:

a. Instilling responsibility in students to memorize seriously before submitting.

b. Provide direct feedback from the teacher to correct memorization errors.

c. Ensure the quality of memorization by conducting regular evaluations.

However, the obstacles often faced in this method are:

a. There are differences in memorization speed between students, where some students can memorize faster than others.

b. Students who lack self-confidence often have difficulty in presenting their memorization in front of the teacher.

4. Muroja'ah Method (Memorized Repetition)

Muroja'ah is the process of repeating previously learned memorization so that it remains embedded in the memory. This method is an important part of memorizing the Qur'an because without regular repetition, memorization can be quickly lost.

There are several muroja'ah techniques applied at Ulumul Qur'an Pidie Jaya Middle School, including:

a. Individual Muroja'ah Students repeat their own memorization before submitting it to the teacher.

b. Muroja'ah in pairs Two students work together to listen and correct each other's memorization.

c. Muroja'ah with teachers Teachers test students' memorization directly to ensure that their memorization remains strong.

Advantages of the muroja'ah method:

a. Strengthen long-term memorization and avoid forgetting.

b. Help students who are slow in memorizing so that they can maintain their memorization.

c. Instilling discipline in learning because students have to repeat their memorization periodically.

However, the challenges in this method are:

a. Lack of student awareness to conduct muroja'ah independently, especially if there is no encouragement from teachers or parents.

b. Time is limited because students have to divide their time between memorizing new material and reviewing old material.

5. Integration with Other Subjects

Ulumul Qur'an Pidie Jaya Middle School implements a learning strategy that integrates tahfidzul Qur'an with other subjects, such as Arabic, Aqidah Akhlak, and Tafsir Al-Qur'an.

The benefits of this integration are:

a. Help students understand the meaning of the verses they memorize, so that memorization becomes more meaningful.

b.   Strengthening students' love for the Qur'an, because they not only memorize it but also understand its contents.

c.   Improve Arabic language skills, which are useful in understanding religious texts more broadly.

However, the challenges in this method are:

a.   Requires a structured curriculum so that there is no overlap between memorization and other academic subjects.

b.   Requires teachers who are competent in connecting memorization material with other subjects.

6. . Supporting and Inhibiting Factors

1. Supporting Factors in the Quran Memorization Process

The success of the tahfidzul Qur'an process at SMP Ulumul Qur'an Pidie Jaya does not only depend on the learning methods applied, but is also influenced by various supporting factors that help students achieve their memorization targets. Based on the results of the study, there are several main factors that support the effectiveness of the tahfidz program in this school, namely a conducive environment, the active role of teachers, and support from parents.

a. Conducive Environment

A supportive school environment is an important factor in helping students memorize the Qur'an better. SMP Ulumul Qur'an Pidie Jaya has created a religious atmosphere that encourages students to be closer to the Qur'an, both in academic and daily aspects.

Some environmental aspects that contribute to the success of memorizing the Qur'an at this school include:

1) Supporting Facilities

The school provides facilities that support tahfidz activities, such as comfortable classrooms, prayer rooms, dormitories for students, and additional programs such as tahajud

and dhikr together. The existence of these facilities helps students to be more focused on memorizing.

2) Strong Islamic Atmosphere
The school environment is filled with Islamic values, such as the habit of reading the Qur'an before starting lessons, religious sermons after prayers, and the existence of tahfidz competitions that motivate students to improve their memorization.

3) Discipline in the Tahfidz Program
SMP Ulumul Qur'an implements a strict memorization schedule system, where each student has a memorization target that must be achieved within a certain period of time. In addition, the school also has a mandatory muroja'ah (memorization repetition) system that is carried out every day to ensure that memorization is maintained.

Overall, a conducive environment greatly influences students' motivation and ability to memorize the Qur'an. A supportive environment creates a harmonious academic and spiritual culture, so that the process of memorizing the Qur'an can run more effectively.

b. The Active Role of Teachers in Tahfidz Learning

Teachers have a very big role in guiding and motivating students in the process of memorizing the Qur'an. At SMP Ulumul Qur'an Pidie Jaya, tahfidz teachers not only act as teachers, but also as mentors and motivators who help students face challenges in memorizing the Qur'an.

Some of the important roles of teachers in the process of memorizing the Qur'an include:

1) Guiding and Correcting Reading
The teacher is responsible for ensuring that students read and memorize the correct tajwid and makhraj. This process is carried out through the talqin method, where the teacher reads the verse and the students follow it correctly before starting to memorize.

2) Giving Motivation to Students
Not all students have the same memory, so some of them need more encouragement to stay motivated in memorizing. Teachers provide motivation to students through advice, awards for outstanding students, and building emotional closeness so that students do not feel burdened in memorizing.

3) Conducting Periodic Evaluations
Each student is given the opportunity to submit their memorization periodically. Teachers evaluate not only the quantity of memorization, but also the quality of reading, fluency, and understanding of the memorized verses.

4) Establishing Positive Interactions with Students
Tahfidz teachers not only act as teachers but also as spiritual guides. A good relationship between teacher and student creates a more comfortable and supportive learning environment, so that students feel more motivated to memorize better.

The active role of teachers in the process of memorizing the Qur'an is one of the main factors in students' success in memorizing the Qur'an. A personal approach and varied learning strategies help students achieve their memorization targets more effectively.

c. Support from Parents

Support from parents is also a key factor in students' success in memorizing the Qur'an. Students who receive encouragement and attention from their families tend to be more successful in their memorization compared to students who do not receive support from home.

Some forms of parental support that play a role in the success of memorizing the Qur'an at Ulumul Qur'an Pidie Jaya Middle School include:

1) Helping Children in Muroja'ah at Home
Some parents actively help their children to review memorization at home, either by listening to their children's memorization, providing moral encouragement, or setting aside special time to study together.

2) Providing Motivation and Appreciation

Parents who provide motivation and appreciation for their children's memorization can increase students' enthusiasm and confidence in memorizing. Appreciation can be in the form of small awards, such as gifts or praise when children succeed in completing a certain amount of memorization.

3)   Help Manage Study Time

Often, students have difficulty dividing their time between memorization, schoolwork, and other activities. Supportive parents usually help their children create a balanced study schedule, so that children can still focus on memorization without sacrificing other academic subjects.

4)   Providing a Supportive Environment at Home

Another factor that is no less important is a supportive home atmosphere, such as providing a comfortable place to memorize, preventing children from being distracted by technology such as TV and cell phones when memorizing, and getting the family used to having the habit of reading and memorizing the Qur'an together.

A study conducted by Zulfiyah et al. (2023) showed that students who received full support from their parents had a higher memorization success rate compared to students who received less attention to their memorization at home. Therefore, synergy between schools and parents is a crucial aspect in the success of the Qur'an memorization program.

2. Inhibiting Factors in the Process of Memorizing the Qur'an

Although the tahfidzul Qur'an program at SMP Ulumul Qur'an Pidie Jaya has a structured learning system and various supporting factors that help students memorize, there are also several obstacles faced in the implementation of this program. These inhibiting factors can affect the effectiveness of tahfidzul Qur'an learning and the speed of students in completing their memorization. Based on the results of the study, several major obstacles identified include differences in students' memory, limited study time, and lack of motivation in maintaining consistency in memorization.

a. Differences in Students' Memory Power

Each student has a different cognitive capacity in memorizing the Qur'an. The ability to remember and store memorization is greatly influenced by various factors, such as individual intelligence, learning style, and habits in memorizing.

Some students have a strong memory and can memorize the verses of the Qur'an quickly, while other students need more time and more repetition to be able to memorize well. This difference can cause variations in memorization achievement among students, so that(Simanjuntak, 2023):

1)   Students who memorize quickly can complete memorization targets earlier, while students with lower memory may have difficulty catching up.

2)   Students with weak memories often have difficulty retaining old memorization because their memorization is more easily forgotten if it is not repeated regularly.

3)   Academic pressure and high expectations can cause stress in students who feel they are lagging behind in their memorization compared to their peers.

Solutions to Overcome Differences in Student Memory:

1)   Individual Approach in Tahfidz Learning – Tahfidz teachers can apply more flexible methods according to the abilities of each student, such as providing additional time or using different memorization techniques for students who are slower in memorizing.

2)   Using Mnemonic Techniques – Students with low memory can be helped by using mnemonic techniques, such as word association, scheduled repetition, and the method of hearing and rewriting memorized verses.

3)   Increasing the Frequency of Muroja'ah – More frequent repetition of memorization can help students who have difficulty in retaining their memorization.

b. Limited Learning Time

One of the biggest challenges in the tahfidzul Qur'an program is the balance between memorizing the Qur'an and other academic subjects. SMP Ulumul Qur'an Pidie Jaya does not

only focus on tahfidz, but also follows the national curriculum that includes various subjects such as Mathematics, Science, Social Studies, and Indonesian.

As a result, students have to divide their time between memorization, muroja'ah, and other academic tasks. Some of the obstacles that arise due to limited study time include:

1) High academic load can reduce students' focus on memorizing because they have to allocate time to study other subjects.

2) A busy school schedule often results in a lack of time for muroja'ah, which is very important for maintaining memorization.

3) Some students experience fatigue due to excessive study activities, so they are less than optimal in memorizing.

Solutions to Overcome Time Constraints:

1) Create a Balanced Schedule – Schools can design a more flexible schedule, such as allocating special time for memorizing the Qur'an in the morning before academic subjects begin.

2) Utilizing Free Time Effectively – Students can be directed to use break time or free time at home to review their memorization independently.

3) More Efficient Memorization Methods – Several methods, such as memorizing in small amounts but frequently (incremental memorization), can be applied to optimize study time.

c. Lack of Motivation in Memorizing

Motivation is a key factor in the success of memorizing the Quran. Some students have difficulty in maintaining the consistency of their memorization due to lack of motivation from within themselves or from their surroundings.(Mahmud, 2023).

Lack of motivation in memorizing the Qur'an can be caused by several factors, such as:

1) Not having a clear goal in memorizing the Qur'an – Some students may feel that tahfidz is just a school obligation without understanding its spiritual value and benefits in their lives.

2) Lack of encouragement from the environment – If students do not get support from teachers, family, or peers, they tend to lose their enthusiasm for memorizing more quickly.

3) Feeling bored or fed up with the memorization process – Memorizing the Qur'an requires high discipline, and some students may feel burdened by the memorization targets that must be achieved.

4) Lack of reward system – Some students are more motivated when there is a reward for their memorization achievements, such as gifts or recognition from teachers and parents.

Solutions to Increase Student Motivation:

1) Instilling an Understanding of the Virtues of Memorizing the Qur'an Teachers and parents must continue to remind students of the benefits and virtues of memorizing the Qur'an in their lives, both in terms of religion and academics.

2) Creating Healthy Competition Schools can hold tahfidz competitions to provide positive challenges to students and increase their enthusiasm for memorizing.

3) Giving Appreciation for Memorization Achievements Giving awards in the form of certificates, small gifts, or recognition in front of their friends can increase students' enthusiasm to be more active in memorizing.

4) Building a Positive Learning Community – Students who have friends with the same memorization goals will be more easily motivated to continue memorizing. Therefore, creating a muroja'ah group with peers can increase the enthusiasm for learning.(Juliardi et al., 2018).

3. Conclusions and Suggestions

1. Conclusion

This study concludes that SMP Ulumul Qur'an Pidie Jaya has implemented an effective tahfidz learning process with a religious boarding school approach and a structured learning system. The tahfidz learning method applied is a combination of various strategies, including intensive repetition (taqrir), memorizing verses per verse, simaan, muraja'ah, and halaqah. This approach allows students to memorize according to their respective abilities, creating a more flexible and effective process.

The main supporting factors for the success of this program include a conducive dormitory environment, collaboration between teachers and dormitory supervisors, and adequate facilities. However, there are several obstacles, such as a busy academic schedule and varying student motivation, especially for those who take tahfidz because of parental encouragement. Therefore, a more adaptive strategy is needed to ensure that each student can achieve the memorization target optimally.

2. Recommendations

a. Optimization of Combined Methods – Schools need to continue to develop adaptive learning approaches according to individual student abilities through training for tahfidz teachers.

b. Improvement of Dormitory Facilities – Provision of special rooms for muraja'ah and memorization classes to create a more conducive learning environment.

c. More Flexible Time Management – Arrange the tahfidz schedule at the optimal time, such as before dawn or after dusk, so that students can memorize without sacrificing academic lessons.

d. Improving Collaboration with Parents – Conducting socialization and reports on memorization progress to increase family involvement in supporting student memorization.

e. More Structured Memorization Evaluation – Developing a continuous evaluation system and intensive mentoring sessions for students who have difficulty achieving memorization targets.

By implementing these recommendations, it is hoped that the learning of tahfidzul Qur'an at SMP Ulumul Qur'an Pidie Jaya can be increasingly optimal, producing a generation of quality Al-Qur'an memorizers.

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