

Implementation of Tahfiz Learning for 6th Grade Students of SDS IT ANANDA YARA Islamic School

Amelia Zahra, Nurhalima Tambunan, Ismaraidha

Abstract

This study aims to analyze the implementation of the Talqin, Tafahhum, Tikrar, and Muraja'ah methods in tahfiz learning for 6th grade students of SDS IT Ananda Yara Islamic School Deli Serdang, identify factors that support and hinder the implementation of these methods, and assess the effectiveness of the methods in improving students' ability to memorize the Qur'an. This study uses a qualitative method with a descriptive approach. Data were collected through observation, interviews with the principal, tahfiz teachers, students, and parents, and documentation. Data analysis techniques applied include data reduction, data presentation, and drawing conclusions. The results show that the implementation of the four methods was carried out gradually and systematically in tahfiz learning which took place four times a week with a duration of 2x35 minutes. Factors supporting the success of learning include teacher competence who has memorized 30 juz, parental support in accompanying muraja'ah at home, and high student motivation. The inhibiting factors include differences in memorization abilities of each student, lack of consistency in muraja'ah at home, limited learning time, and student concentration disorders. The effectiveness of the method is proven by the achievement of students who have memorized two juz' (chapters) with fairly good memorization, especially for students who consistently practice muraja'ah at home.

Keywords: *Implementation, Tahfiz Learning*

Amelia Zahra¹

¹Department of Islamic Education, Universitas Pembangunan Panca Budi, Indonesia
e-mail: ameliazahra616@gmail.com¹

Nurhalima Tambunan², Ismaraidha³

^{2,3}Department of Islamic Education, Universitas Pembangunan Panca Budi, Indonesia
e-mail: nurhalima@dosen.pancabudi.ac.id², ismaraidha@dosen.pancabudi.ac.id³

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Introduction

The Qur'an, which literally means "the perfect recitation," is a name chosen by Allah SWT. This name is highly appropriate, considering that no written work or reading material known to mankind since the development of writing approximately five thousand years ago can rival the Qur'an (Afifah, 2020). The Qur'an is a guide and guideline for Muslims, a holy book revealed by Allah SWT to the Prophet Muhammad (peace be upon him). As one of Allah's incomparable blessings, the Qur'an was revealed so that it could be easily accessed by humanity (Khoirul, 2018). The process of learning the Qur'an includes not only reading but also memorizing it as a form of learning and preserving the holy book. Through this memorization, a person can later become a teacher for their immediate environment, from family to others (Mikyal Sholihah, 2023).

Qur'anic education is the primary foundation for developing Islamic character and personality in the Muslim generation. In modern Islamic education, memorization (tahfiz) learning has become a flagship program in various Islamic educational institutions, including elementary schools. This has raised public awareness of the importance of equipping children with the ability to memorize and understand the Quran from an early age. Currently, in Indonesia, there are many Islamic educational institutions and forums that train students with the goal of mastering the Quran in depth and developing them to become hafiz (Quran memorizers). Article 31, paragraph (3) of the 1945 Constitution states, "The government shall endeavor to establish and organize a national education system that enhances faith, piety, and noble morals in order to educate the nation, as regulated by law" (Ika Romika, 2021).

Teaching memorization (tahfiz) at the elementary school level requires effective methods, given the characteristics of students who are still developing. Parents and teachers should choose the appropriate method, tailored to the child's condition and environment (Hidayah, 2018). Using a good method in the process of memorizing the Quran will influence the intensity of the child's motivation to memorize and can develop the religious aspects of each child (Mhd. Habibu Rahman, 2020).

Methods that can be used are the Talqin, Tafahhum, Tirar, and Muraja'ah methods. Talqin involves providing examples to be imitated. The Tafahhum method involves understanding the meaning and content of the surah. The TIKRAR method involves memorizing a verse repeatedly. And the Muraja'ah method involves repeating memorized verses to ensure they are not forgotten.

SDS IT Ananda Yara Islamic School is an Islamic educational institution that has implemented the Talqin, Tafahhum, TIKRAR, and Muraja'ah methods in Quran learning, especially for sixth-grade students. However, based on initial observations, it was found that some students struggled with memorization due to a lack of variety in their learning approaches, the school's use of various methods but without structure, and minimal parental assistance in memorization. The researchers chose sixth-grade students as subjects because they demonstrated that at this level, students already possess sufficient cognitive maturity and basic Quran reading skills to participate in an intensive memorization program.

The purpose of this study is to analyze the implementation of the Talqin, Tafahhum, TIKRAR, and Muraja'ah methods in tahfiz learning, identify supporting and inhibiting factors in the implementation of these methods, and measure their effectiveness in improving the Quran memorization skills of sixth-grade students at SDS IT Ananda Yara Islamic School. It is hoped that the results of this study can provide recommendations for other schools in implementing more efficient memorization methods.

Literature Review

2.1 Definition of Tahfiz Al-Qur'an

Tahfiz Al-Qur'an is a combination of two words: "tahfiz" and "Al-Qur'an." According to the Great Arabic Dictionary, *hifz* is *masdar*, which comes from the word *hafiza-yahfazu*, meaning to guard, memorize, and preserve (Ansari et al., 2020). When combined, *tahfiz AlQur'an* is the activity of reading orally, then recalling the memorized text, which is then absorbed into the heart and practiced in daily life (Mustaqimah & I, 2021).

2.2 Definition of Method

Etymologically, the word "method" comes from the Greek word "metodos," which consists of two syllables: "metha," meaning through or passing through, and "hodos," meaning path or way (Ma'arif, 2019). In other words, a method is a means taken to achieve a goal. In the process of memorizing the Quran, the method plays a crucial role that cannot be ignored because it will determine the success or failure of achieving the goal of memorizing the Quran. The better the method applied, the more effective and efficient the process of achieving success and achieving the goal of memorization will be (Khoirul, 2018). A method helps someone memorize and improve their memorization progress.

2.3 Various Memorization Methods

Memorization activities are related to the brain's memory function. The role of parents and teachers is crucial in the memorization process because each child has a different memorization method. This is also due to the varying cognitive development of each child. Therefore, some memorization methods currently being developed are the Talqin, Tafahhum, TIKRAR, and Muraja'ah methods. Literally, the talqin method comes from the word *at-talqin*, which is a compound form of *laqqana - yulaqqin - talqinan*, meaning to provide direction or an example to follow. The talqin method is the primary method used in teaching the Quran among Muslims, implemented before literacy (reading and writing). Angel Gabriel taught the Koran to Rasulullah SAW through talqin, then he handed over his memorization back to Jibril. Next, the Prophet applied the same method to his friends, and that was the process the teaching of the Qur'an continues from generation to generation. Talqin is the basic form of *talaqqi* (receiving or gaining knowledge) (Salaffudin, 2018). The talqin method is a method that must be used when teaching reading or reading memorize because without the need for skill in reading the Al-Qur'an, Students can memorize just by imitating the teacher or someone they know *metatqinkan* reading of the Koran.

Tafahhum is a memorization method that involves understanding the meaning of the Quran. This method is similar to meditating on the contents of the Quranic verses to solidify their memorization (Ahmad, 2019). For each verse to be memorized, students must understand its meaning to facilitate memorization. The memorization process will be easier if accompanied by an understanding of the meaning of the reading. For example, someone accustomed to using Indonesian in their daily activities will find it easier to memorize Indonesian poetry than English poetry (Miftakhul, 2021).

In Arabic, "TIKRAR" means "repeatedly" (Munawwir, 1997). The "TIKRAR" method involves reciting a memorized verse 5-10 times. The "TIKRAR" method is practiced by repeating verse after verse while looking at the Quran, then memorizing it again without looking at the Quran. Then, combining it with previously memorized verses. This method not only makes memorization easier but also maintains previously memorized memorization.

Muraja'ah is an activity to repeat memorization which is very important to maintain the strength of memorization. Without muraja'ah, memorizers of the Qur'an will easily forget and lose memory of the memorization they have mastered (Rizka, 2021). Muraja'ah is repeating

memorization that has been heard to the teacher so that you don't forget either new memorization or old memorization.

A good and efficient memorization method is to apply the Talqin, Tafahhum, TIKRAR, and Muroja'ah methods. Talqin is a method in which the ustadz/ustadzah reads verses for the students to follow along when their tajweed and makhrāj are still not correct. Tafahhum is the process of deeply understanding the contents of the Quran, which can be achieved by understanding the meaning of verses, studying tafsir (interpretation of the Quran), or consulting a more expert teacher. TIKRAR is the activity of repeating memorized verses during the memorization process. Meanwhile, muroja'ah is the activity of routinely repeating memorized memorization, whether in daily life, during prayers, in free time, or when not otherwise engaged. (Tika et al., 2022).

Research Methodology

In this study, the researcher used a qualitative research method with a descriptive approach. Qualitative research aims to understand the phenomena experienced by the research subjects, such as behavior and perspectives, which are described using words and language in a natural context through the use of various natural methods. The results illustrate the implementation of the Talqin, Tafahhum, TIKRAR, and Muroja'ah methods in improving memorization quality. Overall, the research subjects were the principal, tahfiz teachers, students, and parents. The research location was at SDS IT Ananda Yara Islamic School in Deli Serdang. This study used data collection techniques such as observation, interviews, and documentation. The data analysis technique applied to describe the research results in a structured manner was interactive and ongoing data analysis until completion. There are three steps in the analysis: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994).

Results

4.1 Implementation of the Tahfiz Learning Method

Based on research conducted at SDS IT ANANDA YARA ISLAMIC SCHOOL DELI SERDANG, tahfiz learning for sixth-grade students is conducted four days a week, Monday through Thursday. Lessons begin at 10:45 a.m. and end at 11:55 a.m., with each session lasting approximately two 35-minute sessions. An interview with the principal, Umi Endang Lestari, S.Pd., revealed that the tahfiz program has been a flagship program at the school since its inception. The school also provides various supporting facilities, such as a dedicated tahfiz room and Quran recitations for all students (Endang Lestari, 2025).

4.2 Implementation of the Talqin, Tafahhum, TIKRAR, and Muroja'ah Methods

Based on interviews and observations, the implementation of these four methods is carried out gradually and systematically in each lesson.

a. Talqin Method

The Talqin method is carried out at the beginning of the lesson by the teacher reciting the verse to be memorized with correct tartil and tajweed, then the students imitate the teacher's recitation repeatedly. This method is carried out 3-5 times for each verse.



Figure 1. Talqin Method

b. Tafahhum Method

After the Talqin method, the teacher applies the Tahafhhum method, which explains the meaning and content of the memorized verse. The teacher uses language that is easy for sixthgrade students to understand. The teacher also provides examples of how the verse is applied in everyday life to make it easier for students to understand and remember.

c. Tikrar Method

The Tikrar method is implemented by students repeating the verse that has been recited by the teacher. Repetition is done by reading while looking at the Quran or Juz Amma first 710 times, then closing the Quran or Juz Amma.



Figure 2. Tikrar Method

d. Muraja'ah Method

Muraja'ah is conducted at the beginning and end of the lesson. At the beginning of the lesson, students review the memorization from the previous session together. At the end of the lesson, students review the newly learned memorization. Repetition of all memorized memorization will be conducted specifically every Friday. According to tahfiz teachers, Muraja'ah is the key to maintaining memorization so that it is not easily forgotten. Students are also advised to do Muraja'ah at home with their parents (Bakti, 2025).

4.3 Factors Supporting Tahfiz Learning

From interviews and observations, several factors support the success of tahfiz learning at SDS IT ANANDA YARA ISLAMIC SCHOOL, namely:

a. Teacher Competence

Teachers with a background in Islamic religious education and who have memorized all 30 Juz of the Quran. Teachers must play a very important role, as they are the main key to success in the learning process (Ilmi et al., 2021). According to Endang Lestari (2025), a teacher's ability to read the Quran well and an understanding of tahfiz learning methods significantly contribute to effective learning.

b. Parental Support

Parents play a crucial and influential role in children's learning success. Various factors such as parental education level, family income, intensity of parental attention and guidance, harmonious relationship between parents, closeness of parent-child relationship, and the home environment all influence student learning outcomes (Tambunan et al., 2022).

Based on interviews with several parents, they strongly support the memorization program at SDS IT ANANDA YARA ISLAMIC SCHOOL. This support is provided by assisting their Muraja'ah students at home and actively communicating with the memorization development teacher.

c. Student Motivation

Motivation is one of the factors that drives students to learn. Learning motivation can be divided into two categories: intrinsic motivation (conditions originating from within students that drive them to engage in learning activities) and extrinsic motivation (conditions originating from outside students that drive them to engage in learning activities) (Tambunan et al., 2022). Some students responded positively to the memorization program. They were proud of memorizing the Quran and were always enthusiastic about increasing their memorization. The school also holds a "Tahfiz Graduation" at the end of each year, awarding certificates and prizes to students who achieve memorization targets.

4.4 Factors Inhibiting Tahfiz Learning

Some obstacles in implementing tahfiz learning include:

a. Differences in Student Abilities

Each student has a different memory and memorization ability. Therefore, some students memorize less than their peers, and teachers must pay more attention to students who are slow to memorize.

b. Lack of Consistent Muraja'ah at Home

Based on observations and interviews, not all parents have the time and ability to help their children with Muraja'ah at home. Some parents do not make time to accompany their children with Muraja'ah at home. As a result, Muraja'ah does not go well at home, and students' memorization is easily forgotten.

c. Limited Learning Time

With a duration of 2 x 35 minutes with 4 meetings per week, the time for tahfiz learning is very limited, especially for students who are slow to memorize. A teacher must also be able to manage time so that all methods can be implemented well and in a structured manner.

d. Concentration Problems

Some students had difficulty focusing during lessons, especially since the tahfiz (memorization) session was scheduled right in the middle of the school day. Students were also already tired from previous lessons.

4.5 Effectiveness of Methods in Improving Memorization Based

on interviews with tahfiz teachers:

The application of the Talqin, Tafahhum, Tikrar, and Muraja'ah methods showed good results. Sixth-grade students memorized two chapters (juz) with fairly good memorization. Students who practiced Mura'jaah at home showed better progress than those who only memorized at school. Combining all four methods is more effective when used in a single learning session than using only one or two methods.

According to an interview with a student named Mutiara Az Zahra, the Talqin and Tikrar methods were the most helpful for memorization. Having the teacher read the text first helps students hear the correct pronunciation of the letters and tajweed, while repeating the memorization by looking at the Quran or the 8th chapter strengthens memorization (Mutiara, 2025).

Conclusion

The research results can be concluded that:

- 5.1 Tahfiz (memorization) learning at SDS IT Ananda Yara Islamic School for sixth-grade students is conducted four times a week, Monday and Thursday, with a duration of 2 x 35 minutes per session, using a combination of the Talqin, Tafahhum, Tikrar, and Muraja'ah methods, which are implemented in a gradual and systematic manner.
- 5.2 The implementation of all four methods is structured, starting with the teacher reciting the verse (Talqin), explaining its meaning and content (Tafahhum), students repeating the memorization 7-10 times (Tikrar), and then reviewing the old and new memorization (Muraja'ah) at the beginning and end of the lesson.
- 5.3 The success of the tahfiz program is supported by three main factors: the competence of teachers who have memorized 30 juz and a good understanding of learning methods, parental support in assisting their children in muraja'ah (recitation) at home, and high motivation from students who feel proud to have memorized the Quran.
- 5.4 Obstacles faced include differences in memorization abilities among students, a lack of consistency in muraja'ah at home due to busy parents, limited learning time, and decreased student concentration due to tahfiz being scheduled in the middle of the day after other lessons.
- 5.5 The applied method has proven effective in improving memorization skills, as evidenced by the achievement of sixth-grade students who have memorized 2 juz with fairly good memorization quality, especially for students who regularly practice muraja'ah at home with their parents.

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