Sustainable Development: Memorizing the Quran Using the Takrir Method

Nur Asikin Kakoh¹, Kosra Helminswita², Zulmasri², Fauza Masyhudi³
¹Prince of Songkla University, Thailand
²STAI Solok Nan Indah, Indonesia
³Universitas Islam Negeri Imam Bonjol Padang, Indonesia

Abstract
This research is based on several symptoms that point to the need to improve the ability to read and memorize short surahs in elementary schools. There are still many students who are not yet able to read the Quran properly and correctly, there are still students who are not yet able to read the Alquran. The aim of this research is to find out about planning, implementation and improving the results of the ability to memorize short verses using the tahrir method in elementary schools in Indonesia. This type of research is Classroom Action Research, research carried out in elementary schools. The data source in this research is elementary school students, totaling 14 students. Data collection techniques are observation, documentation and test techniques. The data analysis technique consists of four steps, namely the first planning stage, implementation stage, observation and reflection stage. The results of the research show that learning planning uses the assessment method, namely by preparing learning implementation plans, teaching materials about length measuring instruments, preparing observation sheets, and supporting tools needed in the learning process. The second learning implementation using the inquiry method was carried out in two cycles with four meetings. The three research results showed an increase in the average score of students in cycle I, namely 63.93, increasing to 83.17 in cycle II using the assessment method with a percentage of completeness in the ability to memorize short verses for students from cycle I of 5 people (35.71 %) increased to 13 people (92.86%) in cycle II.

INTRODUCTION
Learning is a process carried out consciously by each individual or group to change their attitude from not knowing to knowing throughout their life (Huda, 2016; Sirait, 2017). The teaching and learning process is an activity in which students learn and teachers teach in an interactive context, and there is educational interaction between teachers and students, so that there are changes in students, both changes in the level of knowledge, understanding and skills or attitudes (Eliyanti, 2016; Lesilolo, 2018; Sumiyati, 2017; Wulandari et al., 2023).


E-ISSN: xxx-xxxx
Published by: The Institute for Research and Community Service
Islamic religious education is a conscious and planned effort to prepare students to know, understand, and practice the teachings of the Islamic religion from its main sources, the holy Alquran and Al-Hadith, through guidance activities, teaching exercises, and the use of experience (Rosyidah, 2020; Sinaga, 2020; Utari et al., 2020). Considering the importance of Islamic religious education, it needs to be taught in schools and Islamic of the boarding schools so that Islamic religious teachings are understood and believed by students, and then in everyday life. Therefore, Islamic religious education is an effective effort to develop and cultivate students’ morals in a better direction in accordance with the teachings of the Islamic religion.

Through Islamic religious education, the development and ability of human thinking is always accompanied by the revelation of the Quran, which was revealed by Allah SWT, to Prophet Muhammad SAW, so that it can solve and answer the problems faced by humans themselves (Abidin, 2017). Every Muslim must study the Quran as the main source of Islamic law that has given guidance to the lives of mankind both vertically (man’s relationship with his creation) and horizontally (man's relationship with man), so that order of life that is compatible between worldly and ukhrawi life.

In connection with that, Islam also encourages its people to seek knowledge as the Word of Allah SWT in Al-Muzzamil verse 4 follows:

أو زد عليه ورَتِلْ الْقُرْآنَ تَرْتِيْلًا
Meaning: Or more than half that, and read the Qur'an slowly. Indeed, We will send down to you a heavy Word (QS. Al-Muzzamil: 4).

According to Ibn Zakaria, the author interpreted that word’ilm has a denotative meaning "a trace of something by which one thing can be distinguished from another". According to Ibn Manzur, knowledge is the antonym of ignorance (naqid al-jahl), while according to al-Asfahani and al-Anbari, knowledge is knowing the essence of something (indrak al-sya’i bi haq qatib). The word science is usually equated with other Arabic words, namely ma’rifah (knowledge), fiqh (understanding), wisdom (wisdom), ands yu’ur (feelings). Ma’rifah is the most frequently used equivalent word (Darussalam et al., 2021).

To achieve a goal, an appropriate and suitable strategy and method is needed, so that the desired goal is achieved. Likewise, memorizing the Quran requires methods and techniques that can facilitate these efforts, so that they can be successful (Akbar & Hidayatullah, 2016; Mubarokah, 2019; Nurlailita, 2021). Therefore, method is one of the factors that determines success in memorizing the Alquran.

The phenomenon that occurs among memorizers is that usually there are those who are aware of their attention to correct reading rules, but there are those who are less aware of this, only concerned with memorizing lots and quickly, without caring about correct reading rules (Rudini & Doni, 2023). Therefore, a suitable method is needed for memorizing the Alquran.

In the world of teaching and learning processes, methods are much more important than materials (Alanshari et al., 2022; Faridah et al., 2022; Najib, 2018). That is the urgency of methods in the education and teaching process. A teaching and learning process can be said to be unsuccessful if the process does not use methods (Maesaroh, 2013; Mahmudah, 2016; Mg, 2017; Sopian, 2016). Because methods occupy the second most important position after objectives in a series of learning components: objectives, methods, materials, media and evaluation.

A method is said to be good and suitable if it can lead to the intended goal (Nurfitriani et al., 2020; Pito, 2019). Likewise, in memorizing the Quran, a good method will have a strong influence on the process of hifz ul Quran, resulting in...
success in memorizing the Quran. The process of memorizing the Quran is a stage that must be carried out by the memorizer of the Quran, verse by verse, page by page, juz by juz. This stage is carried out on the basis of reading the Quran repeatedly so that it is stored in the mind and trained verbally with such stages, making it easier for memorizers of the Quran to memorize, besides that they also need a method or strategy to memorization is easy and maintained.

Based on the author's experience, there are several symptoms that point to the need to improve the ability to read and memorize short surahs in one of the elementary schools in Indonesia, there are still many students who are not able to read the Quran well and correctly, there are still students who not yet able to read the Quran and memorize short surahs. The reality found at the Solok Regency Elementary School, data from the recapitulation of Class III scores in the daily tests for Semester I of the 2021/2022 academic year, is that the average score for memorizing short verses is at the lowest position.

Therefore, there is a need for appropriate methods to improve children's ability to memorize short verses, one of which is the takrir method. The takrir method is one way for information that enters short-term memory to go directly to long-term memory, namely by repetition (rehearsal or takrir), and is one method for memorizing the Quran (Halim & Safitri, 2021; Yusuf, 2021). Researchers believe that the takrir method is very important in memorizing the Alquran, because without the takrir process (repeating the reading) it is impossible to memorize the Alquran straight away. Therefore, the more often you mark the reading, the easier it will be to memorize it. The advantages of the tacit method make it very easy for students to memorize and strengthen their memorization, maintain, preserve and make the memorization stick more, last longer and help students' memory to always remember what they have read by rote.

METHODS

The type of research is classroom action research (Classroom Action Research), which is research conducted in a class to improve the quality of learning practices or to find out how effective a learning action is so that it can improve the learning process and outcomes for the better (Farhan, 2023; Ridha, 2020). This Classroom Action Research was carried out in elementary schools in Indonesia with a total of 14 people consisting of 9 male students and 5 female students. The author took this location because the author works at that school, apart from that the results of the ability to memorize short verses for 70% of students are still below the minimum completeness criteria. The subjects in the research were students in elementary schools in Indonesia. So the object of this research is the learning process of Islamic Religious Education using the takrir method in elementary schools in Indonesia (Ashidiqi et al., 2019; Åsmaldi et al., 2022; Febriani et al., 2022; Mutathahirin et al., 2022).

RESULT AND DISCUSSION

This research aims to improve the ability to memorize short verses by utilizing the takrir method for elementary school students. The analysis that has been carried out turns out that the hypothesis proposed in this research is proven to be correct that the use of the takrir method can improve students' ability to memorize short verses.

Based on the results of student observations in cycles I and II, it can be seen that student activity in cycle II increased compared to cycle I. Of the ten indicators in the observation aspect, student activity during learning at meetings I-II of cycle I and cycle II, the percentage completion reached 92.86%. The picture of the increase in students' ability to memorize short verses can be seen in the following diagram.
Based on the diagram above, it can be seen that the ability to memorize short verses of students that the increase in students' ability to memorize short verses was 63.93 in pre-action, increasing in cycle I to 73.24 and further increasing in cycle II to 83.17 with a percentage of completeness. learning respectively amounted to 35.71%, 57.14%, and 92.86%. The value of students who reached the Minimum Completeness Criteria from pre-action was only 5 students, while in cycle I it increased to 8 students and in cycle II to 13 students.

Based on the results of research from cycle I and cycle II, it can be seen that the use of the takrir method has been proven to be able to make students interested in memorizing short verses, thereby increasing students' ability to memorize short verses which include psychomotor aspects with qualifications for good levels of learning success with qualifications for good levels of learning success. once with 92% learning completeness.

Student learning achievement is influenced by external factors and internal
factors. External factors are factors from outside the student, such as the approach and media used by the teacher in learning. One learning approach is the assessment method. Based on research results, the takrir method can improve the ability to memorize short verses for elementary school students in Indonesia.

CONCLUSION

Implementation of learning using the assessment method is carried out in two cycles with four meetings, namely initial, core and final activities. The initial activity is carried out by conducting an apperception, the core learning activity is using the assessment method by asking students to repeat the reading of the verse, the teacher asks the students to deposit their memorization in front of the class. In the final activity, the lesson is concluded and evaluation is carried out on the students. There was an increase in the average score of students in cycle I, namely 63.93, increasing to 83.17 in cycle II using the assessment method with the percentage of completeness in the ability to memorize short verses of students from cycle I of 5 people (35.71%) increasing to 13 people (92.86%) in cycle II.

REFERENCES


Halim, A. K., & Safitri, A. (2021). Implementasi Metode Menghapal Quran Melalui...


To Be Professionals: *Jurnal Tarbiyah Islamiyah*, 1(1), 88–97. https://doi.org/10.48094/raudhah.v1i1.10


